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ABSTRACT

This instructor's resource guide, one in a series of products from a project to develop an associate degree program for paraprofessional rural family health promoters, deals with teaching a course in interpersonal communication techniques and styles. Covered in the first section of the guide are the role of interpersonal communication in rural health promotional training, general objectives and recommendations for instructors, references, and suggested course texts. A series of unit overviews dealing with the following topics is provided: basic theories and concepts of interpersonal communication, self-knowledge of context and style, skills for one-to-one communication, and communication in special settings (using problem solving skills, communicating in groups, and communicating when the goal is helping). Each unit contains general and specific objectives, a topic outline, instructional notes, and exercises. Concluding the guide are a discussion of methods and materials for student evaluation and a description of other materials in the Family Home Health Training Program series. (MN)

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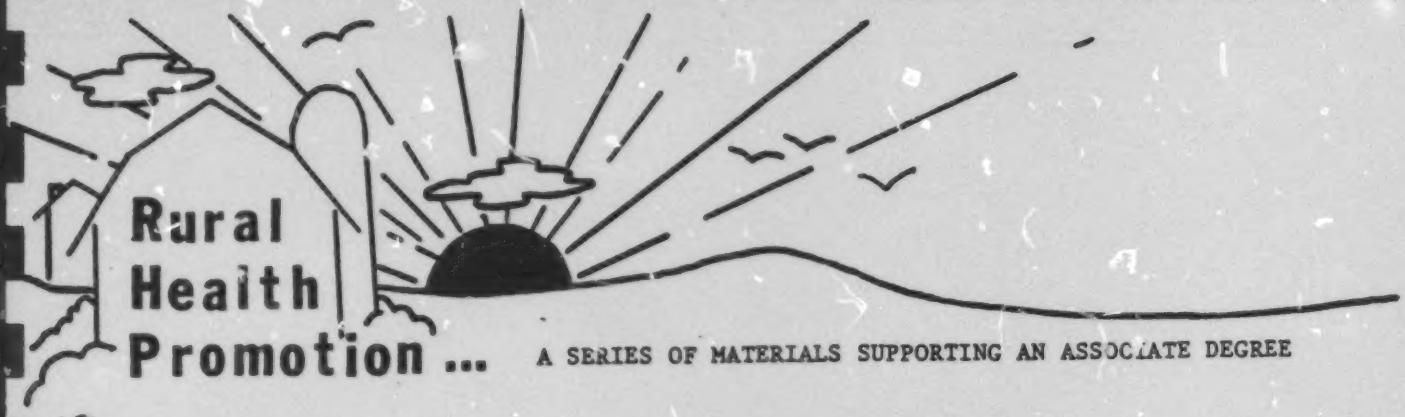

A SERIES OF MATERIALS SUPPORTING AN ASSOCIATE DEGREE

ED237715

APPENDIX TO
A FINAL REPORT ON THE
PARAPROFESSIONAL RURALLY ORIENTED
FAMILY HOME HEALTH TRAINING PROGRAM

an instructor resource guide for
teaching a course in

INTERPERSONAL COMMUNICATION
TECHNIQUES AND STYLES

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AN INSTRUCTOR RESOURCE GUIDE

FOR TEACHING A COURSE IN

INTERPERSONAL COMMUNICATION: TECHNIQUES AND STYLE

part of a Series of Materials Developed to Support
an Associate Degree in Rural Health Promotion

developed for

THE U. S. DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

developed by

THE PARAPROFESSIONAL RURALLY ORIENTED FAMILY HOME HEALTH
TRAINING PROGRAM
THE DIVISION OF NATURAL SCIENCES
THE BAPTIST COLLEGE AT CHARLESTON
CHARLESTON, SOUTH CAROLINA

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1983

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INTRODUCTION

RURAL HEALTH PROMOTION -
Definitions and Assumptions

The Associate Degree in Rural Health Promotion was developed out of concern for the health status of Americans in rural areas. Behind the development of such a paraprofessional degree lie certain definitions and assumptions about rural areas and the health problems they face. It is therefore appropriate to delineate some terms and concepts before describing the degree and its components in more detail. While this discussion will not attempt to comprehensively document the changing perceptions of rural issues, it summarizes the development of "mind-sets" which undergird the development of this project.

Probably the most difficult definition to make is of the term "rural". While we can easily quote dictionary definitions, there are important intrinsic and extrinsic connotations to the word "rural" which also need to be explored. The term rural carries with it tacit assumptions about population density, types of employment, character and structure of population centers, as well as the values and outlooks of the citizens. For example, RURAL is seen as:

country, not city
provincial, limited in perspective
unsophisticated
rustic
simple, leisurely paced life
religious
agricultural

William H. Friedland, in an article in The Journal of

Rural Sociology in 1982, suggests that if we base our definition of rural on the concept of this type of homogeneous culture, then we will find few rural areas left in the United States. This country has seen the development of an urban - rural continuum in terms of population densities which blurs any clear cut geographical definition, producing "fringe" areas with combination characteristics. So called "reverse" migration to lower density areas, as well as the effects of modern news and entertainment media, have resulted in "country" communities where many of the basic conditions of urban life are reproduced - culture, food, commodities, interests, etc.

These views of the changing character of rural populations are upheld by other studies in a variety of fields. Farms have become agribusinesses, with even small farms showing the impact of technological advances. Farm "managers" show the same life style illnesses of stress and overload as do urban managers. More importantly, while three out of five country residents in 1920 were engaged in farming, by 1970 this had changed to only one out of five - and is still dropping. Of the populations in rural areas, 24% of the whites and 11% of the blacks were recent arrivals - coming originally from urban areas. Yet total rural population size has changed little since 1920, while urban populations have often tripled.

Even population size definitions for "rural" vary from expert to expert. The Encyclopedia Britannica (1975 ed.) defines U.S. rural populations by default - by saying "rural" is "not urban", and "urban" means places of 2,500 or more and their fringes. A dictionary definition gives rural as "areas with less than 1,500 population". Obviously, the area's size as well as its population should be considered.

In the United States, 25% of the population lives on 90% of the land. For these "rural" areas, density varies from 200 per square mile near cities to one per ten square miles in the western mountains. In addition to density differences,the midwestern rural resident is still most likely to be involved in agriculture, the Appalachian rural populations organize their lives around the mining industries, and ,in the Carolinas, rural populations often include high percentages of textile workers.

What characteristics DO occur consistently in rural areas? While individuals and special sub-populations may defy these trends, rural populations do seem to have:

* twice the poverty rate as cities
* more under and unemployed adults
* lower educational status
* higher percentages of children, elderly, and poor

The last item on the preceding list leads us into the specific health problems of the U.S. rural resident, for all three sub-populations - children, the elderly, and the poor - have more health needs than the average citizen. However, once again the specific health needs of rural areas are somewhat inconsistent with our preconceptions. While we picture the "country life" as leading to healthy longevity, the rural populations of America have more activity limiting chronic health conditions than do urban populations. Regardless of our vision of country life as providing healthier air, diets, and activity, rural citizens suffer from more heart conditions, more arthritis, more mental illness, more high blood pressure, and more visual impairment. Infant mortality rates are higher, alcohol use and the resultant drinking and driving mortalities are severe problems. In other words, the health issues associated with life style are more predominant in the country than in our "high pressure,

polluted, unhealthy" cities.

These, and other health problems of the rural areas of our country, are made more distressing by the realities of non-urban health care. The following figures, taken from the report on Health Care in Rural America (U.S. Dept. of Agriculture Bulletin 428), show how rural areas provide for health care:

area type	medical personnel per 100,000 population
metropolitan	157
non-metro.	71
rural (near urban)	35
rural (far from urban)	37

The problem is not with acute care - hospitals are often equally accessible to the urban dweller, the suburban dweller and the rural resident (at least in terms of access time - "from my house to seeing the doctor"). It is precisely the type of life style oriented services, focusing on chronic and preventative care, which are needed by the rural resident which are not available. This is an age - old problem; as Hippocrates said, " Healing is a matter of time, but it is sometimes also a matter of opportunity."

Certainly one way of approaching these problems is to increase the numbers of traditional health professionals who serve rural areas. This has proved to be easier said than done; physicians and nurses are costly to train and costly to support, if not for the area they serve then for society as a whole. Moreover, the U.S. Surgeon General's Report on Healthy People states that major gains in the health status of Americans in general will not be made by increasing access to traditional treatment alone, but will also require enhanced emphasis on promotion of disease

preventative life styles.

In this same vein, but focused on the needs of rural areas in particular, the Health Care in Rural America report suggests that communities train residents to serve as paraprofessionals in health care provision, from EMS(Emergency Medical Technician) services, to basic first aid, and on to health promotion and health education. Eva J. Salber and her co-workers in North Carolina addressed these needs by exploring the usefulness of "health facilitators" or "lay advisors". Their project sought to "promote good health and prevent illness rather than concentrating on the cure of illness alone" by using lay members of a community who have received "training in promotive health practices, prevention of disease, in early recognition of illness together with first aid measures."

In A Sociology of Health by Andrew C. Twaddle and Richard M. Hessler, the authors state that "...of all the strategies for improving medical care for the (rural) poor, the substantial increase in new nonphysician medical manpower is possibly the most important innovation..." Even in the areas of mental health (as discussed in Mental Health of Rural America ,NIMH and The Nonprofessional Revolution in Mental Health by Francine Sobey) paraprofessionals from rural communities have been used effectively. Part of the introduction to Sobey's book comments, "Nonprofessionals are utilized not simply because professional manpower is unavailable but rather to provide new services in innovative ways."

Although most of the training for such paraprofessionals, in both the mental and physical health areas, began as informal training programs, in both cases expanded programs soon became important. Twaddel and Hessler discuss the problem of insufficient training, both

in terms of its impact on lay workers' competency and acceptance by existing professional care givers, as well as the impact on upward or outward mobility. They quote one paraprofessional as saying "I don 't have a degree, so if I left here I may have to go ... back to business machines. I don't really feel secure. If something happens you have to try and get a job. You should at least get an associates degree in college." Nevertheless, Twaddel ends the section on Community Health Workers with these thoughts, " ...the seed has been planted for changes in health manpower. If health care is to be made available to all as a right on the order of public education, then change must occur...The community health worker program has provided a model for the creation of a new occupational hierarchy."

These then are the components which shaped the development of the Associate of Natural Sciences in Rural Health Promotion:

1. the realities and myths of rural existence
2. the need for enhanced health care in rural areas based on chronic life style illnesses and on-going inadequate numbers of treatment professionals
3. the perceived and experienced strength of utilizing community paraprofessionals
4. the training insufficiencies defined by both professionals and the paraprofessionals themselves

The next sections summarize the specific philosophies and content of the Associate Degree in Health Promotion, followed by suggested uses, and then detailed course content. For other published materials on this project, please refer to the Supplementary Materials at the end of the course materials.

AN ASSOCIATE DEGREE IN
RURAL HFALTH PROMOTION

As an innovative approach to meeting the health needs of rural America, the Rural Health Promotion Associate Degree has been developed by the Baptist College at Charleston under Contract No. 300-81-0436 with the U. S. Department of Education, Office of Vocational and Adult Education. The curriculum and special courses developed under this contract do not reflect ideas that are new to health. Instead, they draw upon several maturing concepts: health promotion, paraprofessional preparation, and holistic principles. These concepts have been used to develop an integrated, state of the art, approach to personal and community health enhancement--the paraprofessional degree in health promotion.

First, the program represents the movement toward health promotion, as an equal partner with treatment, in improving the health status of Americans. The 1979 U. S. Surgeon General's Report on Healthy People explored in great detail the role health promotion and disease prevention will play in further expansion of the Nation's health care system. The American Rural Health Newsletter (April 1983), in looking at "Rural Health Care at the Crossroad", points out "the public's desire for comprehensive health and its growing interest in health promotion."

Secondly, this program reflects an increasing awareness of the usefulness of paraprofessionals in expanding the impact of health care systems. Health promotion is one of the few areas of health services which is relying more on "people power" than on sophisticated technology. Since the goals of health promotion always includes the empowerment of the individual to make decisions about his own health habits and environment, the use of paraprofessionals is particularly appropriate. Working under the guidance of treatment, health education, and public health specialists, the paraprofessional can extend the reach of existing health promotion programs in a variety of settings from medicine and psychology to industry and religion. In the introduction to The Nonprofessional Revolution in Mental Health (Sobey, 1970) Frank Riessman points out that

"Nonprofessionals are utilized not simply because professional manpower is unavailable but rather to provide new services in innovative ways... It is noteworthy that their main function has not been to relieve professional staff to tasks requiring less than professional expertise. The major finding is that nonprofessionals are being trained for new service functions and roles, in many cases roles that were not previously being played at all..."

The idea to use two year college programs to train such paraprofessionals is not new. The Mental Health of Rural America (Segal, 1973) evaluated projects which experimented with ways to meet rural mental health needs. The projects seen to have the greatest impact were two year college programs designed to prepare people to work as paraprofessionals in a wide range of community settings. The Rural Health Promotion Degree is different in the following respect. The two year program designed at the Baptist College reflects very specifically the current movement toward holistic principles of health. Rather than focusing preferentially on physical or mental health, the program provides formal educational experiences in studies relevant to the "whole" person.

The curriculum draws from a strong natural science base (33 credits) to build an understanding of both the biological and psychological aspects of human health. By including studies in religion and sociology, as well as written and spoken communication skills, it prepares the student for effective intervention in social and interpersonal settings. Then, to focus this basic knowledge on disease prevention/health promotion, the program includes specialized courses which provide understanding of health care organizations and issues, health promotion methods, fundamentals of paraprofessional care and a prevention/promotion practicum experience.

The Associate Degree in Rural Health Promotion was designed to fit comfortably into a traditional four year college's offerings or into any technical college which offers general Associate of Arts or Associate of Science degrees. At least one full year of the program is made up of courses which are commonly offered by psychology,

science, sociology, mathematics, English, and religion departments. The specialized courses related to health promotion and paraprofessional skills will often be useful to students in other disciplines who plan to work in settings which interface with health care providers. In addition, the degree's specialized content might be used to develop a minor in health promotion for baccalaureate students or to provide required courses to update existing allied health and related degrees.

The specific course content of the Associate Degree in Rural Health Promotion is listed in annotated form in the next section.

SUGGESTED ACADEMIC CONTENT

Listed below are those courses suggested as required to earn an Associate Degree in Rural Health Promotion. The courses marked with an asterisk (*) are those which were specifically designed for the Health Promotion degree and are available as part of this set of materials. Whole prerequisites are not noted here for the specialized courses, specific prerequisites are in the detailed materials overviewing each course in the series.

English Composition and Rhetoric: Courses designed to improve students ability to express themselves accurately and effective in writing. (6 credits)

*Interpersonal Communication-Techniques and Styles: This course will teach techniques of good interpersonal communication include specific skills in listening, decision making, observation, assessment, interviewing, and group process. It will explore the effect of individual attitudes and beliefs on communication as well as cultural characteristics of communication and barriers to communication. (3 credits)

General College Mathematics: A course in general math skills with an emphasis on application. (3 credits) Or a more advanced course.

General Psychology: An introduction to concepts underlying the understinding of behavior. (3 credits)

Human Growth and Development: An overview of human development psychologically for conception through senescence, with an emphasis through adolescence. (3 credits)

Psychology of Adulthood and Aging: A study of development during adulthood. (3 credits)

Principles of Sociology: A focus on the ways sociology provides understanding of group behavior and human relations. (3 credits)

Introduction to Community Services: Introducing the organization, methods, settings of community social services. (3 credits)

Survey of New Testament: The content of the new testament. (3 credits) OR

Introduction to Group Dynamics: Religious and psychological principles applied to interpersonal relationships and group functions. (3 credits)

Anatomy/Physiology: A study of human structure and function with emphasis on the body systems. (4 credits)

Microbiology: Study of micro-organisms with emphasis on normal and pathological conditions in man and environment. (4 credits)

*Epidemiology: A study of the inter-relationship among organisms, the environment, and man. The course develops an understanding of the history of disease, their signs, symptons, and prevention. It provides a working knowledge of the terms; morbidity, mortality, acute disease, and chronic disease. Basic data are presented concerning the application of demographics, community health care, and the epidemiologic study of the causal factors of disease. (3 credits)

Nutrition: Concepts of human nutrition applied to health and disease, world hunger, and personal nutrition. (3 credits)

*Concepts of Chemistry: Key principles needed in allied health and liberal arts. (4 credits)

*Health Care Organization and Issues: The purpose, functions, and administration of community health care services, public and private. A study of issues affecting health care utilization and delivery; consumerism, ethical issues, and future technology. (3 credits)

*Health Promotion Seminar: A cognitive presentation of the major areas of emphasis for health promotion - exercise, concern over what we put into our bodies (foods, alcohol, tobacco, and other drugs), and living in high stress environments--and concommitant presentation of the major techniques of personal responsibility and personal change. The course requires application of these concepts to develop experiential knowledge in behavior change. It will also develop critical consideration of emerging health promotion ideas in both professional sources and the popular media. (1 credit)

*Fundamentals of Paraprofessional Care I and II: Development and application of knowledge and paraprofessional skills in physical care, emotional support, personal hygiene, and safety/first aid. Acute and chronic conditions will be covered. Working knowledge of medical terminology and consumer oriented pharmacology. Laboratory experiences complement the lectures and include certification in Cardiopulmonary Resuscitation. (8 credits)

*Practicum in Health Promotion: Application of classroom knowledge in community based programs related to health promotion/ disease prevention. During the first two weeks of the Semester and the last week of the Semester, this calss will meet 3 hours per week on campus to structure the students' practical experiences and discuss class assignments and requirements. The remainder of the semester the course will consist of 9-12 hours/week of experience in a community based program and one class meeting per week on campus. (3 credits)

Electives (3-6 credits); Electives are suggested from sociology, especially in the area of social institutions or rural concerns, and in health and physical education, especially in the area of fitness and aerobics and recreational exercise.

USING THESE MATERIALS IN TEACHING RURAL HEALTH PROMOTION

The Rural Health Promotion project materials include the seven course modules newly designed for this associate degree (see Suggested Academic Content), a project report, preliminary evaluation reports for both concept and courses, and a series of Focus Guides for use with existing care courses. Although designed to be used as a two year associate degree curriculum in a college setting, the individual courses can be used separately as they fit other academic needs.

All of the courses in this series were developed in a regular semester format for students who meet general admissions requirements for a four year college. It may be that a paraprofessional program such as Rural Health Promotion will attract students whose high school preparation has been less academic than traditional four year students. However, we feel it is preferable to meet any such deficiencies as they arise using, existing college resources, rather than to structure the program and course content at a lower level. One specific reason for this is based in the nature of the activity for which these students are being prepared.

The health promotion paraprofessionals will need to function in their communities in a median position between the professional health care providers and lay recipients of such care. The credibility with which they function will be based in part on their ability to communicate with, and value the standards and expectations of, people on both ends of this care continuum. Interactions with the professional community may be tenuous at best in some settings. The existance of "watered down" courses in the program could contribute to a perception of the paraprofessional as "amateur." Indeed, other paraprofessional roles--such as the paramedics--have been effected by this attitude. Even nursing, now a profession in its own right, was once seen as "wasting our time educating a group of semi-professionals." (Jensen's History and Trends of Professional Nursing)

A second reason for dealing with deficiencies outside of this program is to clearly integrate the program academically into the parent institution, rather than having it exist with a separate

level of expectations. Finally, students who have clearly and directly faced their own learning deficits should be better prepared to relate to the lay end of the professional-lay continuum with understanding and compassion.

It is expected that these courses may merely be a first approximation of what is needed in some academic settings. Each course includes state-of-the-art material at the time it was written and edited, including references and suggested support materials. Yet, health promotion is a rapidly growing field where excellent new materials are developing daily. We feel the objectives, concept outlines, and supplementary materials can be used either as specific delineation of a course or as general core concerns to be fleshed out according to other professional interests and directions.

Reports on the development of the curriculum for the Associate of Natural Sciences in Rural Health Promotion and the proto-type field testing and evaluation of both concept and courses are also available as part of this series of materials. The project report components may be useful for health education designers or administrators or for service providers as they plan directions in training and community services for the last part of the Twentieth Century. Even if this degree has only limited implementation, we feel the ideas and directions addressed in the project overall and in the courses specifically can serve as stimuli for discussion and decision making in a society with changing ideas of health, health care, and responsibility for health.

Finally, the Rural Health Focus Guides were developed to direct the thoughts of teachers in core areas (such as English, mathematics, sociology, etc.) without re-writing existing courses. These materials are listed separately in the Supplementary Materials section and may be interesting for educators who are concerned or curious about the interface between their area of expertise and changing concepts of community and personal health.

SPECIFIC COURSE MATERIALS
FOR
INTERPERSONAL COMMUNICATION:
TECHNIQUES AND STYLE

The Role of

INTERPERSONAL COMMUNICATION: TECHNIQUES AND STYLE

in the Rural Health Promotion Curriculum

Health promotion depends extensively upon communication skills, both written and oral. Most actual health promotion occurs in small group or person to person settings, where people can explore ways to change behaviors and life styles based on information provided by professional sources and systems. For effective promotion of positive health changes, even information must be personalized and integrated into the personal and cultural context of the individual.

Interpersonal skills include not only the ability to originate and respond to verbal messages, but also the interpretive techniques which draw upon non-verbal cues and cultural style. Rural areas today consist of a variety od different cultural realities and the paraprofessional must learn how to be effect and accurate in communicating with others who are different from themselves.

In addition, the health paraprofessional needs to be able to learn from and provide information to people with a wide variety of health care and health related backgrounds. Formal knowledge of theories of communication can provide patterns to analyze unfamiliar styles and also can promote discussion with professional support systems. Thus, the position of paraprofessiional - between the professional and formal service providers and the informal lay community - requires sophisticated communication and listening skills for use with those more and less knowledgible than self.

The ability of a paraprofessional to help facilitate

health promotion behaviors in others must be built upon the experiences of the facilitator in personal awareness, evaluation and change. The course in interpersonal communication begins this process, for before the student can make personal health habit changes, they must have explored their own context and style. Indeed, for effective use of many of the later courses in the curriculum (such as health promotion seminar and the paraprofessional skills courses) as well as for gaining the most from the off-campus practicum experience, the student must be able to analyze their own and others responses, explore the possible role of contexts and hypothesize intent of communication, apply skills in listening and responding which act to open up lines of communication and clarify both information flow and interpersonal expectations. The student will need to be able to see possible adadaptations of both style and skill to varied situations and settings in order to enhance the likihood of positive outcomes for all.

The content and skills of the interpersonal communication course will be supported and reinforced throughout the rest of the program. Personal context and motivation will be explored through studies in psychology; dynamics of small and large groups and the cultural contexts of human relations will be taught in group dynamics, religion, and sociology courses,; verbal communication skills will be polished in English composition and rhetoric; and the special courses in health care issues and paraprofessional skills will take the previous learnings and explore them in health care settings.

GENERAL OBJECTIVES FOR
A COURSE IN
INTERPERSONAL COMMUNICATIONS:
TECHNIQUES AND STYLES

Brief catalog description: Interpersonal Communications Techniques and Styles -- 3 semester hours

This course will teach techniques of good interpersonal communication including specific skills in listening, decision making, observation, assessment, interviewing, and group process. It will explore the effect of individual attitudes and beliefs on communication as well as cultural characteristics of communication and barriers to communication.

Objectives:

SECTION A

Unit I. At the completion of this unit the student will be able to define and properly assign the parts of a generalized model of interpersonal communication (including alternative terminology).

Unit II. At the completion of this unit the student will be able to discuss the purposes of communication from the point of view of the initiating and responding communicators' intent and from the point of view of society; the student will be able to implement brainstorming techniques of facilitating communication.

Unit III. At the completion of this unit the student will be able to describe the roles of sender and receiver including the concepts of frame of reference, encoding/decoding, sending and receiving, perception, and feedback.

Unit IV. At the completion of this unit the student will be able to be able to discriminate between verbal and non-verbal message channels, and will be able to discuss the relative importance of words, vocal emphasis, body language, and personal space.

SECTION B

Unit V. At the completion of this unit the student will be able to describe what we need to know about ourselves to communicate effectively and the student will be able to discuss methods for learning about ourselves.

Unit VI. At the completion of this unit the student will be able to discuss use of structured analytical techniques to enhance the quality of interpersonal communication, giving examples of specific techniques and personal experiences.

Unit VII. At the completion of this unit the student will be able to identify ways we learn about ourselves from introspection, creativity, planned and unplanned experiences, and feedback; the student will be able to discuss the ways these techniques are useful in the study of interpersonal communication.

SECTION C

Unit VIII. At the completion of this unit the student will be able to describe some of the general ways cultural identity influences communication style, including the Sue model of cultural identity development and its implications for cross cultural communication; the student will have applied the Sue and Jackson models to their own frame of reference and to community interactions.

Unit IX. At the completion of this unit the student will be able to define the role of empathy/trust/and risk taking in relationships and will be able to define and recognize specific skills for effective listening and speaking, including "attending behaviors," "reflective listening," "problem ownership and I messages," "open/closed questioning.

Unit X. At the completion of this unit the student will be able to demonstrate the skills described in Unit IX for effective interpersonal communication; given a situation or stimulus statement, the student will be able to choose and use an appropriate skill (either orally or in writing)

SECTION D

Unit XI. At the completion of this unit the student will be able to discuss general methods of problem solving,list the steps of a typical problem solving model and apply it to interpersonal problem situations.

Unit XII. At the completion of this unit the student will be able to relate the interpersonal techniques and styles discussed in this class to the roles of group members and the tasks of groups.

Unit XIII At the completion of this unit the student will be able to discuss the characteristics of "helping" behaviors on the job, on Hot Lives, in paraprofessional settings, including the concept of crisis and lethality.

GENERAL RECOMMENDATIONS FOR THE INSTRUCTOR

The course "Interpersonal Communication: Techniques and Styles" was designed to be taught in a 14-15 week semester setting for three credits. It is intended to occur in the first semester of the two year degree program. We have found that much of the learning takes place through practice and discussion and that longer class-periods are more effective for introducing a skill, practicing it, and then discussing it. Therefore if there is a choice of two longer classes per week or three shorter classes per week, we suggest the longer class format. The course material is divided into four sections, moving through the following areas of focus:

* basic theories, models and terminology
* exploring personal contexts and style - theory, methods and experiences
* skills for responding to and originating messages - listening and sharing
* communicating for special purposes and in special settings - problem solving, conflict resolution, interviewing, "helping"

Within each of the sections, units are organized by concept grouping and do not necessarily reflect class periods or weeks. Each unit includes a general objective, a set of specific objectives which act to produce the general objective,a content outline indicating the material to be covered, instructional notes discussing possible classroom activities and student assignments, as well as any special resources or references which particularly relevant. Notes on suggested testing procedures and a bank of test questions are included in

the Supplementary Materials section of this guide.

The content outlines can be used as lecture references and could be distributed to students as an overview or review aid, as could the objectives themselves. Other handouts found to be particularly useful have also been included. Recommended texts as well as several important references are included in the next section of this guide.

A special attempt has been made to produce an instructor's guide which is not dependent upon any particular text. A composite model of interpersonal communication has been used to structure the student's thinking; continuous referral to the model though out the course is done in an attempt to make it into a tool (rather than something to be learned only for the test).

Special Directions for Course Focus: Although the content of any interpersonal communications course should be useful to a student in rural health promotion, this course is designed to include a rather heavy focus on culture and communication, through activities and discussion, and a minor focus on common health issues and situations where communication plays an important role, through specific situations and examples in homework, class work and tests. (In field testing this course, the latter focus went un-noticed by the students until it was pointed out; it is therefore our belief that it is non-intrusive and the course remains relevant even for non-health promotion majors.) Examples of the health related situations are to be found in dialogs used in the Test Bank.

The cultural focus includes at least one class period where an outside "class leader" is useful. (The word "speaker" is not used here, because the person does not give a speech but rather facilitates a series of

activities) This leader can be another faculty member, a community contact or other person skilled at leading values clarification types of exercises. The other major requirement is that the person be of a <u>different cultural group</u> than the regular instructor and that this difference be apparent or be subtly communicated to the class during the introduction or activity. It is useful to have the regular instructor be gone from the class; the discussion which occurs in the following class period can be led by both guest and instructor together. The specific activities facilitated by the guest can vary, but should revolve around cultural (religious, racial, gender, or country-of-origin identity and the model of cultural identity development found in Derald Sue's book on Cross Cultural Counseling) One set of suggested activities is included in the course materials as well as process sheets to be filled out by the students and then discussed in class. Special thanks is given to Ms. Shirley Beckett, the Charleston County Substance Abuse Commission, for help in the development of the materials and ideas included here.

<u>Processing - a Special Type of Discussion:</u> The special type of thought/discussion referral to by "processing" an activity or a learning is vital to this course. The dictionary defines the verb "process" as "to put through the steps of a prescribed procedure." Although the term sometimes seems to be a fancy way of referring only to open discussion (especially when applied in a counseling-type settings), we believe that there is a "prescribed procedure" implied - a consideration, sharing, and verbal exploration of how an event/idea/emotion is experienced by a person and what its impact is upon them as a whole person. "Discussion" can be done cognitively and on a very impersonal level, "sharing" is done on a personal, often non-factual level. The word process is

used in these materials to refer to a combination of both - a more or less stuctured discussion which explores the impact of the discussion topic on the members of the group (intellectually, emotionally, and in general in terms of their communications context).

Classroom Processing: Several modes of processing are used in this course. In the classroom, guided discussion is often used, either with a set of stimulus questions (as illustrated by the cultural context materials) or with brainstorming reactions and then looking for patterns (for example,similarities, differences, stable ideas, changing ideas, etc.) Some processing is for personal information and stimulus for Journal entries. A class activity Process Sheet is attached to Unit I as an example of this type of processing.

The INTERPERSONAL COMMUNICATIONS JOURNAL: Outside of the class, a Journal is used as an important processing tool. The Journal is to include written process sheets from class activities, homework and "regular journal entries." The Journal is never graded as to specific content, but only as pass/fail based on quality and quantity. A minimum number of entries is assigned at the start of class (for example, two per week) to be done in addition to any homework assignments. An entry is supposed to record:

1.the experiences or thoughts of the student around attempted application of the skills

2. cognitive consideration of the impact/implications of the ideas and skills

3. observations of interpersonal communication in the "real world" in comparison to what is being covered in class.

The "quality" measure then refers only to compliance with

the above task rather than specific content of the information shared.

In-Class Activities: Specific skills are taught by the progression of - Describe, Explain, Illustrate(model), Do, Process. Learning is made more concrete when specific examples can be used. The best source of specific examples is the classroom itself. In order to produce experiences in interpersonal communication which can then be discussed, the following techniques are used:

* role plays and short drama presentations - either extemporaneous, guided by brief description, or guided by more detailed scenarios.
* triads - one "originating communicator", one "responding communicator", and one "observer/note taker." These can be done with role play practice or spontaneous actual discussion.
* use of the class dynamic - can be stimulated by starting value laden discussion or by making overt any conflict or reactions observed by the instructor (e.g."What did you see Joan do when Bill called the females in the class 'girls'?")

Learning About Self: The section of the course defining personal context and style is taught by introducing a group commonly used techniques for self exploration (e.g.,Transactional Analysis, meditation, Maslow's Hierarchy of Needs, Johari windows) and doing so first on the cognitive level - the background theory, history, common uses, value of belief context, steps, and qualifying concepts. Each technique, or a limited example, is then experienced in class, and processed. Students are urged to do more private, personal processing in the Journal format. The ideas are then generalized to their implications and impact on the interpersonal

communications model used in the class.

CAUTION: Many of the techniques used in this section of the course are also used in counseling and therapy for individuals and groups. (Of course - what is therapy if not getting to know yourself better?) It is vital that it be made and kept very clear that the purpose of the techniques is to "learn about" both the techniques and themselves. The less intense and less threatening versions or uses of the techniques should be chosen (e.g., In Values Clarification, voting questions or values continua are less likely to get as intense as the Simon series of activities on death.) The instructor should stay alert for two problem situations -

1. a tendency on the part of the instructor (and sometimes of a class member) to probe and push class members in a confrontational manner. In other words the lure of the "therapist" role.
2. the student who, in spite of our attempts to avoid it, has an upsetting or distressing response to a subject or topic. (this situation is not isolated to the activities here -e.g., students with alcoholic parents sometimes have intense reactions in health classes or in psychology lectures; students with parents with cancer can have emotional reactions in biology class,etc.)

Both of these situations may need out-of-class attention. In addition, it might be appropriate in certain discussions, where private information is inadvertently shared, to introduce the idea of confidentiality. This is also an important concept for certain types of homework and for the Journal in general. Even though a very strong attempt must be made to keep very clear the difference between this ACADEMIC COURSE in

interpersonal communications and an ENCOUNTER GROUP on the same topic, a student's right to keep personal information, data, and responses private must be constantly reaffirmed and protected. At no time should the grade in the course in any way depend on the willingness of the student to be vulnerable.

In addition to the above ideas,each unit includes suggestions and ideas particularly relevant to that unit.

REFERENCES AND SUGGESTED COURSE TEXTS

There are a number of good text books for teaching skills in interpersonal communications. Of those available the following two are suggested as possible texts for this course; the first is a little too advanced in some areas, but is well structured and is an excellent reference; the second text is a little too elementary, but is very easy reading, entertaining and introduces all the necessary areas. Both texts have some sections which would not be covered in the content outline of this course.

Heun, Linda R. and Richard E. Heun. Developing Skills for Human Interaction Columbus, Ohio:Charles E. Merrill Publishing Company, 1978.

Galvin, Kathleen and Cassandra Book. Person to Person Skokie, Ill.:National Textbook Company, 1982.

Other References

Eriksen, Karin. Communications Skills for the Human Services Reston, Va: Reston Publishing Co. Inc, a Prentice-Hall Company, 1979.

Berger, Milton M. Working With People Called Patients NY:Brunner/Mazel, Publishers, 1977.

Sue, Derald W. Counseling the Curturally Different, Theory and Practice NY:Wiley-Interscience Publications, John Wiley & Sons., 1981.

Derald Sue's book is extremely valuable as a reference for different contexts common according to culture. The chapters on "Barriers to Effective Cross-Cultural Counseling" "Credibility and Racial/Cultural Similarity," and "Dimensions of World Views; Cultural Identity" provide valuable information relevant of cultural consideration in interpersonal communication -

1. language and emphasis on verbal communication
2. class bound values such as
    * adherence to time schedules
    * verbal/emotional/behavioral expressiveness
    * communication patterns
    * openness and intimacy
    * analytic/linear/verbal (cause and effect) thinking
    * distinctions between mental and physical well-being
3. personal space, eye contact, and conversation conventions e.g. physical contact, taking turns, views of silence, volume and directness
4. mental sets
    * problem solving, information processing
    * consistency
    * group identity
    * economy (trade offs) in communication
    * authority focus
5. cultural identify formation
   similarity versus dissimilarity
6. world views
    * perceived locus of control
    * perceived locus of responsibility

Later chapters focus on specific perspectives on different specific populations - Asian Americans, Blacks, Hispanics, and American Indians.

UNIT OVERVIEWS
INTERPERSONAL COMMUNICATION:
TECHNIQUES AND STYLE

SECTION A
BASIC THEORIES AND CONCEPT

UNIT I

A MODEL OF INTERPERSONAL COMMUNICATION

General Objective

At the completion of this unit the student will be able to define and properly assign the parts of a generalized model of interpersonal communication (including alternative terminology).

Specific Objectives

The student will be able to:

1. Define human communication.

2. Define the following terms:
   originating communicator (sender, speaker)
   responding communicator (receiver, listener)
   frame of reference (context)
   intent (purpose, abstract idea)
   encoding (coding)
   sending
   message (content)
   channel (sensory data carrier)
   noise (interference)
   receiving
   perception
   decoding (interpretation)
   feedback (response)

3. Describe intrapersonal communication and interpersonal communication.

4. Assign the terms in "1" to their proper position in the following diagrams.

Topic Outline

I. Communication.
   A. using symbols to evoke meaning
      1. intrapersonal communication
         a. within the person
         b. "thinking" "day dreaming"
      2. interpersonal communication
         a. between two or more people
      3. can be written, oral, sign language, pictures, any symbols which can be passed on to others
   B. dynamic not static -
   C. spontaneous, changing

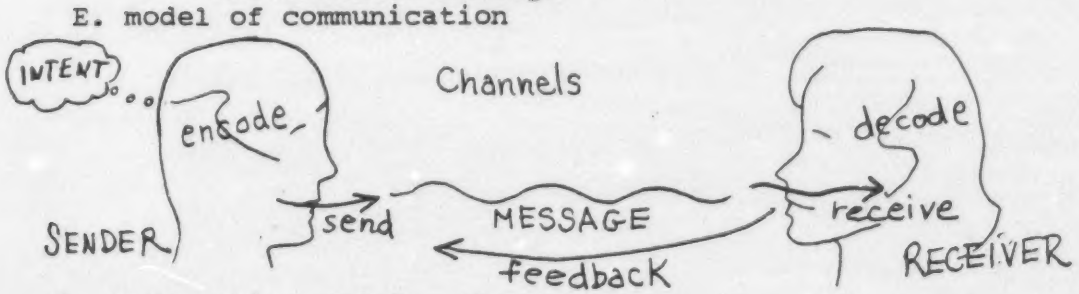
II. models
   A. are themselves complex symbols
   B. useful as summaries
   C. represent multiple (reinforcement) of information using different mental skills
      1. "left brain" or dominant mode thinking: linear sequential logic
      2. "right brain" or non-dominant mode thinking: sensory, matrix, synergistic logic
      3. these are part of the frame of reference of the class members receiving the lecture
   D. component parts of communication model
      1.originating communicator (sender, speaker)
        a. person considered, for purposes of analysis, to have begun the communication
      2.responding communicator (receiver, listener)
        a. person considered, for purposes of analysis, to have responded
      3.frame of reference (context)
        a. a person's unique identity - history, values, skills, knowledge which effects how encoding, decoding, sending etc. occur
      4.intent (purpose, abstract idea)
        a. the abstract idea or feeling that the sender is trying to convey to the receiver
      5.encoding (coding)
        a. the mental process of putting idea into "send-able" symbols
      6. sending
        a. the physical process of transfer
        b. using senses to provide information
      7. message (content)
        a. the intended meaning in the symbols
      8. channel (sensory data carrier)
        a. ways that messages are sent
        b. match to senses-
           * visual (symbols can be seen)
           * verbal (symbols can be heard)
           * touch (tactile data carries message)

* taste,smell (flavor or odor carries message)

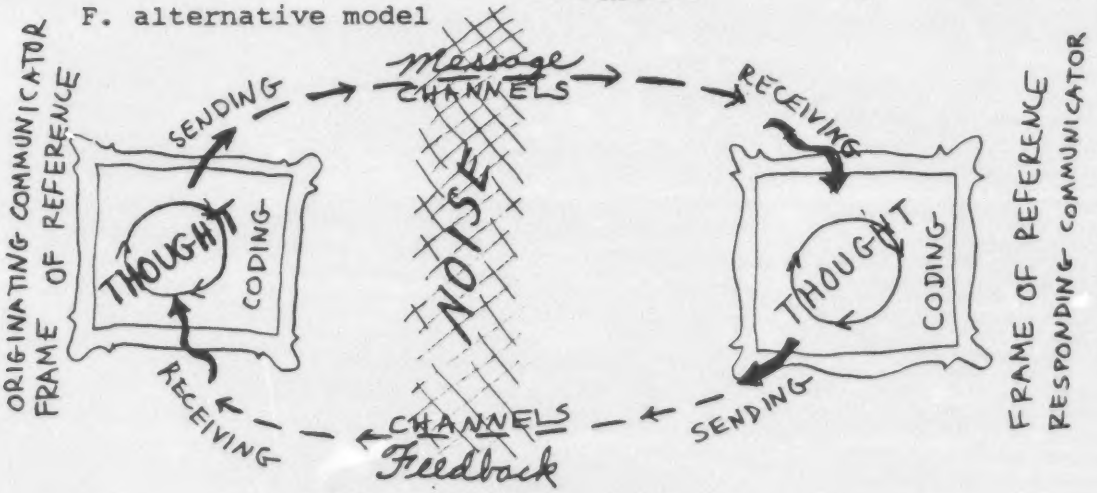
c. visual and verbal can be made up in part of words; verbal includes words and also vocal content (inflection, rate, volume)

9. noise (interference)
   a. distracting stimuli
      * internal - thoughts, physical experience such as pain, sleepiness, hunger, emotion
      * external - correlate to sensory data
10. receiving
   a. physical process of sensing the message
   b. physical handicaps interfere
      * deafness, visual impairment
11. decoding (interpretation)
   a. the mental process of attaching meaning to the received symbols
   b. extent to which decoding results in idea at all similar to the intent of the sender is effected by quality of sending, ability to receive, impact of receiver's context and the internal and external noise
12. perception
   a. the combined physical and mental processes of reception and decoding that move message from external symbols to internal mental symbol
13. feedback (response)
   a. another sending process, where the intent is in part determined by the perception of the received message

E. model of communication



F. alternative model



Unit I

INSTRUCTIONAL NOTES

Obviously, this first unit also includes the overview of the course, the expectations of both students and instructor, as well as assignments.

The assignment of an ongoing journal should be made at this time. (for parameters of the journal see the general Information for the instructor)

A very early class room activity could be on feed back and its impact on accuracy of communication.

1. sit students in pairs, back to back
2. one student per pair is the "first sender"
   a. will describe a geometric picture (original or provided by teacher) WITHOUT any feedback, questions or vocal
   b. receiver must duplicate picture
3. reverse roles, but for second time use doodle - but feedback is allowed and can be solicited by the sender
4. a third version, person duplicating picture is shown the picture (they may not keep it)
5. discussion - how does feedback effect accuracy

QUESTION:If pairs of physical scientists were to do this task, and they got excellent results <u>without</u> feedback, how do you explain this using the model of communication?

ANSWER: they share a common context and a common vocabulary of unusual precision and specificity - e.g. "this is a picture of six squares; each square is one inch on the side. The first square is located with its sides parallel to the sides of the paper, with its upper left hand corner at a point whose coordinates would be over three inches and down five inches from the upper left hand corner of the paper. The second square is touching the first on the first's bottom right corner such that one of the sides of the second square is is bisected by the bottom right point of the first square and two equal external angles are formed."

This can then lead to a discussion of common contexts and their usefulness. What if the sender assumed a content as illustrated by the words above but the receiver had never had any geometry...would they be more or less successful than an "every-day common variety" sender?

Class examples should be used to illustrate the model from the very beginning. The discussion of the above question can be analyzed by diagraming the communication process. You can also discuss the effect of the setting on the communication - formality, comfort, importance, time and other limits.

UNIT II

THE PURPOSES OF COMMUNICATION

General Objective

At the completion of this unit the student will be able to discuss the purposes of communication from the point of vie of the initiating and responding communicators' intent and from the point of view of society; the student will be able to implement brainstorming techniques of facilitating communication.

Specific Objectives

The student will be able to:

1. List generally accepted purposes of communication - casual, formal and manipulative.

2. Discuss some specific purposes of communication in society - information exchange, control, social rules.

3. Describe the general personal goals and needs which communication meets - sharing and revealing self, concealing self, including others, excluding others.

4. Describe the characteristics of good brainstorming as a communications technique.

Topic Outline

I. General purposes of communication
  A. casual daily activities
    1. control of activities; getting things done
    2. give and take of information
    3. building relationships
    4. meeting personal needs
  B. formal purposes
    1. formal give and take of information
    2. giving instructions

3. "helping"
C. manipulation
D. other

II. Specific purposes of interpersonal communication
A. exchange of information
1. getting and giving directions
2. following directions
3. interviewing
4. describing actions, behaviors
B. exerting control
1. being persuasive
2. acting in a position of authority
a. exerting authority
b. delegating authority
3. negotiation
a. protecting your interests
b. facilitating the interests of others
4. dealing in conflict and disagreement
a. being assertive without aggression
b. taking action in emergencies
5. retaining control of your own decision making
a. advertising
b. consistency between values and behaviors
C. following social rules
1. casual social situations
2. conversing with strangers
3. conversing in business situation
a. as the provider of services
b. as the recipient of services
4. manners
a. in everyday situations
b. in formal situations
c. in situations with new expectations
* unfamiliar cultures
* extenuating circumstances

III. Meeting specific personal/relationship needs
A. building and maintaining relationships at desired levels
1. maintaining stability
2. pursuing intimacy
B. sharing feelings, revealing self
1. to facilitate relationships
2. to get needs met
C. concealing self
1. for protection
2. to control a situation
3. to manipulate others
D. including others
1. in defining a group
2. building relationships
E. excluding others

1. in defining a group
2. false self-esteem
3. self protection

F. building others up
1. in self interest
2. altruistic motives

G. putting others down
1. aggression
2. to build up self by comparison

IV. Brainstorming - as a communications technique

A. gathering information in new areas

B. liberating individuals from constraints of "expert"

C. pooling information; synergistic communication

D. characteristics
1. free flowing
2. non-judgmental
3. every idea is legitimate
4. piggy-backing ideas
5. "waiting" for thinking to occur

Unit II

INSTRUCTIONAL NOTES

The purposes of communication can be elicited from a group using brainstorming techniques. Often, brainstorming itself needs to be taught (and can then be analyzed as a communication technique specifically in terms of its purposes.

AN EXERCISE FOR TEACHING BRAINSTORMING

The teaching of brainstorming is best done with a topic that is so unusual that it no one in the class is really and expert, indeed there may be NO experts; this removes some of the concern about "right" and "wrong" answers. Humor is valuable - if people think the ideas are somewhat funny anyway, it defuses the issue of looking foolish. If it is obvious that the information could never be used, there is less concern about "making sense" or "being practical."

Specific techniques for brainstorming

1. the facilitator acts as recorder and "prod" (e.g. what else...?)
   a. write publicly - black board, over head projector, large paper
   b. use exact words of speaker (if you must paraphrase, ask - "is that right"
   c. abbreviate
2. keep things non-judgmental
   a. never say "do you really want me to put that down?"...just write
   b. don't let others comment on usefulness "that's not what we are doing...we want quantity of ideas now, we'll work on quality later"
3. only at the end should you collapse items into general categories or eliminate as restatements.

Here are some good topics for teaching brainstorming -

** you are stranded all alone on a deserted beach in an uninhabited land. You are naked, and the only other item from civilization there with you is a BELT -
WHAT CAN YOU WITH A BELT?

(you can get up to 50 answers on this; a common answer ...almost always listed first or second... is commit suicide. This could lead to later discussion about futility.)

** you encounter an alien visiting the earth (you know it is alien because it has a sign on it -"I'm an alien" It gives you a smooth round object that it says holds the secret

of truth and happiness. Then the alien leaves without telling you how to use the object.

HOW CAN YOU GET WHAT IS INSIDE THE OBJECT, OUT?

(you may need to be a stimulus for unusual ideas here - it's OK for the facilitator to make a few suggestions. Some "ice-breaking" ideas - eat it and you'll speak the truth, throw it away -only the truth will come back, give it away, build it into the foundations of a building)

Once you have taught the technique of brainstorming, it can be used in the class to get student input. You can then compare the class's ideas to "the experts" or you can often restate their ideas to "derive" the content you want to cover.

UNIT III

THE SENDER AND THE RECEIVER

General Objective

At the completion of this unit the student will be able to describe the roles of sender and receiver including the concepts of frame of reference, encoding/decoding, sending and receiving, perception, and feedback.

Specific Objectives

The student will be able to:

1. List the type of thing that contributes to frame of reference (context) for both the receiver and the sender, including "personal history, cultural identity, gender, similar experiences to the current event, values, needs, skills, knowledge, attitudes."

2. Discuss the process of encoding and decoding messages based on frame of reference, including the role of intent and content.

3. Describe the act of sending and receiving, including consideration of ability to send and receive based physical ability and awareness.

4. Define perception in terms of receiving plus decoding as it effects the communications of the handicapped.

5. Compare feedback from the receiver with the initial message from the sender based on intent and content.

Topic Outline

I. The sender (originating communicator, speaker) and the receiver (responding communicator, listener) have the following characteristics

   A. frame of reference - personal context of the

communication
1.personal history - biological demographics
  a. family genetic, health and behavioral history
  b. current state
2. personal history -sociological demographics
  a. important past events - their time and content
  b. current status
3. values, beliefs
4. cultural identity or ethnic identity

  a. "ethnic" - a social group whose status is based on variable traits such as religion, primary language spoken, ancestors, race, national origin, or physical characteristics such as gender, height (e.g."little people" like midgets, physical handicaps -the "blind" the "deaf"
  b. "ethnic" differences - differences in norms, beliefs, values which result from the above variations and produce definably different group identity
5. habits, mannerisms, moods, tendencies,
6. expectations, life directions, goals
7. knowledge, skills, expertise, special ability
8. CURRENT REALITY, what's happening to us and around us
  a. personal
  b. family
  c. job
  d. local community, country, world events

B. a mental process of moving from abstract concepts to symbols and back again
1. encoding (coding) - taking some idea/emotion we may want to communicate, matching it with "appropriate" symbols
  a. "appropriate" - transmits desired info. - this matching is effected by our frame of reference
  b. encoding is not always conscious choice - often automatic; symbols we use regularly for certain things become part of our personal style
  c." may want to communicate" -certain things get encoded and communicated that we'd rather keep private
2. decoding - taking input from others in symbolic form and trying to match it with likely meaning
  a. "likely" controlled by frame of reference

of the receiver and their awareness of the frame of reference of the sender
b. much of the process is not conscious
c. we can MAKE it conscious

C. a physical process to send or receive the chosen symbols
1. physical ability to send/receive- can move, speak, see, hear
2. facility at using the ability - good with words, expressive face, etc.
3. it takes awareness -some sensory data are sent or received but are not noticed
4. PERCEPTION is made up of the physical process of reception and the mental process of matching symbols to likely meanings
5. a blind person cannot perceive color - they can discuss it intellectually

D. internal evaluation (re-evaluation of the process

II. INTENT - what the sender wants, consciously, to communicate
A. as compared to unconscious communication
B. as compared to CONTENT - the symbols which are sent
1. the receiver NEVER knows the intent - they can only interpret the content

III. FEEDBACK - when the receiver becomes the sender
A. feedback is a specific response to the decoded message
B. feedback may be conscious or unconscious
1. conscious feedback is the receiver's intended contribution to the conversation

Unit III

INSTRUCTIONAL NOTES

The use of triad discussion exercises is a good method for providing examples which can be used to illustrate the ideas of this unit.

A triad consists of three people who rotate their roles. The roles are

originating communicator - who starts/defines initial direction and content of the conversation

responding communicator - who receives the initial message and responds to it

group observer - who watches for certain things during the conversation and reports on them, either to the practicing communicators or to the class as a whole

For the purposes of this class, the content of the conversation will usually be defined or its parameters will be defined. The time will be limited and defined and carefully measured (by the instructor) The specific tasks of the observer will be defined in writing. Where ever possible the group will rotate through the roles so each member has an opportunity to observe and (later in the course) practice certain skills. The experience of all three can be recorded for summary. A suggested form is given on the following page which can be used to record reactions to other types of class activity as well.

The topics for discussion should be chosen to illustrate the class content. For example, to show the effects of frame of reference, triads can be made up of students who are culturally and experientially different. The very experience of defining these triads can be used to illustrate the makeup of frame of reference, while the communication experiences illustrate the impact which frame of reference has in communication.

Some topics used for this unit -

Don't walk in front of me
I may not follow

Don't walk behind me
I may not lead

walk beside me
and just be my friend ... Camus

We are the sum of our total experience

Do not judge a man until you have walked in his moccasins

Only persons can relate, masks cannot

Reuel Howe

Everybody goes out of his mind in his own way

Russian Proverb

A good reference for the cultural consideration is Working with People Called Patients page 19, "who and what is a person." The wheel of identity there could be used as stimulus for a Journal entry.

EXERCISE SHEET

A. TASK: (describe briefly)

B. What I SAW/HEARD happen in this exercise - either (a) your notes as an observer of (b) your experiences as a participant. For (a) fill out as exercise occurs; for (b) will out immediately afterwards.

C. My response to this exercise:

1. Feedback I received from others in my group.

2. My feelings or awareness during the exercise.

3. My feelings or awareness after the exercise.

4. What I learned (or saw illustrated) about by communication skills.

Sender: Verbal

Nonverbal

Receiver: Decoding

UNIT IV

MESSAGES AND CHANNELS

General Objective

At the completion of this unit the student will be able to be able to discriminate between verbal and non-verbal message channels,and will be able to discuss the relative importance of words, vocal emphasis, body language, and personal space.

Specific Objectives

The student will be able to:

1. Describe the role of words in communication, both connotative and denotative meaning

2. Discuss the decoding of words with different vocal characteristics

3. Explain the formula:
   total feeling = 7% verbal + 38% vocal + 55% facial

4. List types of body language and common interpretations.

5. Describe how personal characteristics like clothing and home decor effect decoding of communication.

6. Discuss the impact of space on interpersonal communication.

7. Describe how silence effects communication in different settings and cultures.

Topic Outline

I. Words as the channel
   A. meanings
      1. denotative meaning - the definition of the word as found in a dictionary OR as commonly used

2. connotative meaning - associated emotion
   a. some terms are concrete with a single meaning
   b. some terms have multiple meanings

B. types of vocabulary
   1. technical
   2. every day
   3. school
   4. slang
   5. regional and cultural language
   6. expletives - obscenities

C. vocal impact on verbal content
   1. volume
   2. rate
   3. pitch
   4. emphasis
   5. inflection

II. sound but no words -NON VERBAL

A. cross-language barriers
   1. laugh, cry, moan, shout

B. misunderstandings

C. silence
   1. setting
   2. comfort levels
   3. cultural expectations

III. facial expression

A. the eyes have it
   1. interpretation of staring, intermittant eye contact, no eye contact
   2. variations with culture
      a. some Black cultures - eyes down is respect
      b. some White cultures - eyes down -disrespect
      c. some White cultures - eyes up - smart alec
      d. some Native American cultures - eye contact is impolite -like staring at sexual areas on the body
      e. Native Americans - look from corners of eye is polite
      f. middle class culture -look from corners of eyes is sneaky

B. the facial muscles
   1. eyebrows
   2. forehead
   3. mouth
   4. jaw, teeth

C. position of head

IV Body language

A. the effect of body lean and posture
   1. what we see as positive
   2. what we see as negative
   3. the danger of over generalization

B. the arms and legs - crossed, moving, still

1. attempts to develop a "vocabulary" or translating dictionary of movement
2. the possible reasons a person might cross their arms.
3. the issue of misinterpretation

C. touching
1. cultures which touch. cultures which don't

V. Personal characteristics -dress,room decorations etc.
A. dress and style
1. situationally dependent
2. age differences

B. color and feeling
C. what is IN -who decides, what it says about you if you don't care
D. room decor
1. color
2. the message in the furnishings
a. obvious ones - this is the kitchen
b. subtle - furniture and type of conversation

VI. Personal Space
A. various rating scales for
1. what space we usually give to certain type of conversation
2. the concomitant vocal and verbal strategies
3. other cues which lose or take on importance at various distances

Unit IV

INSTRUCTIONAL NOTES

The type of activity here includes-

1. list words which students probably don't know...like quark, buss,antimacassar, flub-to discuss connotative meaning alone

2. discuss words with varied meanings or changed meaning ...like bad, scrounge, gay, etc. to discuss denotative and connotative meaning.

3. to look at the effect of vocal content of a message...
   a. using varied volume, rate, and pitch of voice- " do you know what time it is?"
   b. emphasizing each word in turn in the sentence- " I saw one big rat under my bed."

   c. discuss the way the meanings changed for each

4. facial expression can be explored as homework, interpretation of the objective 3 formula.

5. A computer game for Apple (etc.) computers- called FACE MAKER (by Spinnaker) would be a fun way to consider expression.

6. Body language can be explored in a variety of ways -
   by role playing various emotions or thoughts using body alone.
   by doing family/group sculpture;showing relationships by body posture etc.
   by doing back to back communication... students pair up, stand with their backs touching
   ...try to convey emotions to the other
   (this is fun as a game)

7. personal space can be explored with the following exercise:

   have 8 students (or any even number) line up along a wall as follows

   .....wall
   M F M F
   M F M F pairs of students

the outside student in each pair starts talking about their plans for the weekend and gradually moves from about 6 feet away from the student at the wall in closer until the outside student is leaning against the wall with their right hand

Discuss the feelings the M-M pairs had and the feelings the FF pairs had as the space changed. Now, have the outside row move to their right, so you have the arrangement

```
.............................wall
   M   F   M   F
   F   M   F   M      pairs of students
```

follow the same behavior with weekend plans discussed and gradual movement of the outside row in until they are leaning on the wall with one arm. Now have the outside person lean against the wall with both arms - one on each side of the other person.

Discuss the feelings. Discuss the impact of silence in these settings.

8. Exploring silence

the instructor can simply stand in front of the class and be silent - but while looking at them (but not staring) for about 15 seconds (counted in your head - not obviously measured... one Mississippi, 2 mississippi etc.)

Discuss how they felt. Would be it different just before a test? Just after? In an elevator? In church? If you saw them in public?

INTERPRETING INTENT AND CONTENT
WITH ONLY VERBAL INPUT

The Unicorn

Elusive yet near is the unicorn -
In the shadow's the gleam of his eyes.
He will tell you the truth, with the candor of youth,
And you'll find that it's nothing but lies.

Oh wonderfully fey is the unicorn.
And playful, and thoughtful, and shy.
But whimsey or wisdom, his words like a prism
Can bend your perception awry.

If you ever converse with a unicorn,
He will weave magic clouds in the air.
He will speak the absurd and yet his every word
Will seem perfectly, painfully clear.

Beware - lest you capture the unicorn.
For you'll find that he's really caught thee.
He will purchase your heart with his phrases of gold -
When you try to relaim it you'll find its been sold.
In the space of a sigh - he will flee.

No Name For It

I notice that when ere we speak - of wise or foolish things,
No matter which, I feel as if our thoughts had ever beating wings -
So that the seeming stillness of the air is filled
With turbulence of things unsaid, unknown, unwilled.

Absent Friend

Empty space on my shelves
Where books you borrowed still belong.
And I sometimes search for missing selves
I did not know you took along.

"The Unicorn" from Sefer, 1982

"No Name" from "Collector Novice" 1979

"Absent Friend" unpublished

Donna Foster Myer

SECTION B
SELF KNOWLEDGE OF CONTEXT AND STYLE

UNIT V

WAYS FOR LEARNING ABOUT SELF

General Objective

At the completion of this unit the student will be able to describe what we need to know about ourselves to communicate effectively and the student will be able to discuss methods for learning about ourselves.

Specific Objectives

The student will be able to:

1. Review the importance of frame of reference to interpersonal communication.

2. Discuss the role self knowledge plays in internal communication and external communication.

3. Describe the types of methods people use in learning about themselves, including the general characteristics of open ended/introspective learning, applications of structured analytical frameworks developed by others, and general ways we learn about ourselves from experiences and people.

4. Discuss the role of "processing" methods to make personal learning more concrete.

Topic Outline

I. The role self image (personal frame of reference) plays on communication.
   A. review the type of things included in frame of reference
      1. use previous model
      2. use brainstorming of "what I need to know about myself to be a better communicator."
   B. the effect on external communication

1. our coding/decoding
2. our action/reactions

C. the effect on internal commmunication (self talk)
1. our interpretation of the world
2. self-fulfilling prophecy
a. "As a man thinkith, so shall he be."
b. determine what we try at all

II. Methods of learning more about self

A. philosophical issues
1. learning about self is a journey not a destination
2. we are never FINISHED - never GROWN (past tense form of the verb) UP
3. we can't wait to live our lives until we find ourselves

B. a structured model for looking at learning more about self
1. introspective/open ended techniques
a. use some stimulus to explore about self in an on-going way
b. some examples
* journal writing
* brain storming and free association
* meditation
* reading/thinking
* day dreaming
* experiencing personal creativity....
poetry writing
playing/composing music
writing prose
dance, painting, sculpture, etc.

2. structured analytical frameworks
a. use some conceptual model to stimulate or structure exploration of ideas/states/
b. some examples
* values clarification
* Lasswell's value-sharing (human needs)
* Maslow's hierarchy of human needs
* Johari windows
* the health belief/health behavior model
* illness-health-wellness continuum
* Transactional analysis
* Kohlberg's theory of moral development
* MMPI, interest inventory, other self and professional test techniques
* Passages, Games People Play other books providing structured theories

3. Information we get from outside experiences and people
a. experiences - how we react to them

unplanned experiences
* the daily grind
* major and minor crises
* moral dilemmas
* choices

planned experiences -by us, by others
* reaction to creative events, concerts, dance, music, art, science
* meditation/imagery
* Outward Bound
* EST
* "mock" situations

b. learning from people
* their experiences, ideas, etc.
* feedback from them
* watching their reactions to us, their expectations of us - based on previous experiences with us

III. making the methods work

A. during their use -
1. staying non-judgmental
2. being open
3. being brave

B. after their use-
1. "processing" - thinking, talking, looking for patterns, asking yourself -"what I learned is-"
2. using others - friends, paraprofessionals groups, professional counselors and therapists

C. proceed one day at a time; be kind to yourself

D. remember -

"In times of change, the learners inherit the earth, while the learned find themselves beautifully prepared for a world which no longer exists." Eric Hoffer

BE A LEARNER

Unit V

INSTRUCTIONAL NOTES

Some of the types of activities useful here include:

1. A review of frame of reference, with a brainstormed list of the type of things the students need to know about themselves.

Particularly, you can have students look at the role frame of reference plays in internal communication - in personal self talk. Self talk is that mental talking we do to ourselves about things that have happened, about what will happen, about how we want things to be.

Have the students discuss the type effect of self image on the quality of self talk in certain circumstances. For example - self talk about a mathematics test grade...

for a person whose self image is "I can't do math" -the self talk after getting a B.....a D.

for a person whose self image is " I'm going to be an engineer" -the self talk after getting a B ..... a D.

Have the students generate examples of self talk for the following situations given the suggested self images:

getting out of breath climbing a flight of stairs for
a) a marathon runner who has had a broken leg
b) an athritic who only recently was allowed to climb stairs at all

finding out you just ate venison that a friend killed: if <u>you</u> are -
a) a vegetarian
b) a hunter
c) a member of the world wild life league

finding out the girl you are dating <u>seriously</u> was only last year a nun, who chose to leave the convent
a) for a strong Catholic
b) for an Orthodox Jew
c) for an editor in Penthouse Magazine

2. It might be relevant to actually do a short structured activity here - as an introduction and to do some linking with communication skills. We suggest three values clarification "forced choices" of Are you more like a _____ or a _____. plane or a train

river or the ocean
motor boat or sail boat

This is a useful technique because it introduces the common characteristic of many structured techniques ... no wrong answers, non-judgmental atmospheres, and the right to chose not to participate. In addition, this particular choice illustrate the way self image controls choices and how different experiences cause different decoding of the questions. Specifically, students often choose both motor boat and sail boat because they "want to be free to go where they want, don't want to depend on...gasoline OR the wind!"

3. You may want to refer to the General Recommendations section on "processing" information and discuss the way the term is used.

4. The issue of "truth" is a useful one here, for triad discussions. The structured analytical techniques presented here are models -which draw on some "experts'" idea of how people/society works. Can learn even if the model is not the only way of structuring things? Related topics here are

- the model of communications introduced in this course
- the model structuring the content of this unit - ways of learning about self.

UNIT VI

USING STRUCTURED ANALYTICAL TECHNIQUES TO LEARN ABOUT SELF

General Objective

At the completion of this unit the student will be able to discuss use of structured analytical techniques to enhance the quality of interpersonal communication, giving examples of specific techniques and personal experiences.

Specific Objectives

The student will be able to:

1. Describe the theory of values clarification, describe the techniques used, and discuss personal experiences with values clarification.

2. Discuss theories of human needs as presented by Harold Lasswell in value-sharing and by Abraham Maslow in the Hierarchy of Human Needs and their relevance to interpersonal communications.

3. Discuss the health belief model and the wellness-health-illness continuum in terms of personal applications.

4. Describe the general theory of "I'm OK-You're OK" and Transactional Analysis in terms of their relevance, both personally and to interpersonal communications.

5. Describe the way to use a Johari Window to explore
   a. knowledge held about self by others compared to knowledge held about self by self
   b. and the relevance of these ideas to self and to interpersonal communication

Topic Outline

I. structured analytical techniques
   A. begin with a theory of human nature, skills, needs, interaction etc.
   B. result in a method of either applying the theory to the individual or produce specific structured techniques which the individual can use to analyze themselves.
   C. require the individual to use the applications or techniques and consider the implications of the results.

II. Values Clarification -Sidney Simon
   A. techniques for exploring values, not for teaching specific values
      1. except for the value that it is useful to explore your values!
   B. based on a theory a value meets these criteria
      1. is prized and cherished
      2. is publicly owned and affirmed
      3. is chosen
         * from alternatives
         * freely
         * knowing the consequences
      4. is shown by actions
      5. is consistently acted upon (fits in an all over pattern)
   C. techniques explore the above characteristics
      1. choices -- choices of actions
         a. either/or forced choices
            * a rose or a daisy
         b. continua
            * war----------peace
              (where do you put the world)
         c. "mock" situations
            * of the people in this room, who would save if all were drowning?
         d. list 10 things you like to do
            *how many have you done this year?
      2. identify prized ideas
         a. values auction

III. human needs models
   A. Harold Lasswell - value sharing
      1. only so much of a "need" to go around; eg, <u>power</u> - in a group, must be shared by the individuals there
         * a group with too many leaders (not power to go around)
         * a group where no one will lead (too much power, someone who doesn't need

it will have to take it)
* no one wants to decide where to go for dinner (too much power-no one wants it)

2. not everyone needs the same amount of things
   power - everyone is on a continuum from
   HIGH NEED----------LOW NEED
3. sometimes meeting one need means another will not get met (enhancement and deprivation)
   a. if I need power and love, I may go for one but to get it have to give up the other.
   b. if you need a sense of rightness and wealth, and you find a wallet
      * if you give back the wallet -you get "rightness" and lose "wealth"
      * if you keep the wallet - you get "wealth" but may lose "sense of rightness"
4. where are you on these continua? How do they interact for you?

*Affection:
HIGH----------LOW
*Power
HIGH----------LOW
*Access to resources (wealth)
HIGH----------LOW
*Knowledge
HIGH----------LOW
*Skill (being good at something)
HIGH----------LOW
*Rightness (proper behavior)
HIGH----------LOW

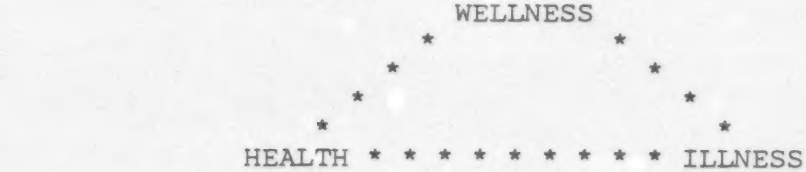
B. Maslow's Hierarchy of needs
   1. the idea that we must meet lower needs before we can move on to higher needs

SELF ACTUALIZATION
(fulfilling ourselves)
NEEDS FOR SELF ESTEEM
(competence,respect,strength
BELONGING AND LOVE NEEDS
(warmth,affection,part of group)
NEEDS FOR SAFETY AND SECURITY
(protection from danger and ambiguity
PHYSIOLOGICAL / SURVIVAL NEEDS
(the basics of food, shelter,sex, health)

   2. how does this apply to you?
   3. how does this apply to other cultural groups and populations in other part of the world?

C. How would un-met needs affect interpersonal communication?
   1. intent
   2. non verbal messages
   3. decoding
   4. feedback

IV. Health models of human functioning
   A. the health belief model
      1. we act in damaging and dangerous ways when
         a. we don't know about the risk OR
         b. we don't think the risk applies to us OR
         c. the effect is too far away to bother us OR
         d. the behavior is expected of us because of the belief system of our culture or ethnic group OR
         e. we get our needs met better that way than any other way we know OR
         f. the other way we have of meeting our needs have other problems or are not acceptable because of our expectations
      2. how would this effect our communication with others about these behaviors?
         e.g. * smoking
              * not wearing seat belts
              * eating too much or the wrong stuff
   B. the wellness-health-illness continuum
      1. our society judges illness to be - symptoms, and health to be - absence of symptoms
      2. wellness is the presence of "something"
      3. wellness is positive health behavior - you don't have to be symptom free to get there- it is on a different level.



      4. where are you on the model? on the line from health to illness? On your way UP to wellness?
   C. How do these pieces of information help you understand your interpersonal communication on health issues?

V. I'm OK you're OK
   A. theory - two states which can both occur
   B. application/analysis - games people play

C. where on the grid are you -
1. I'm OK, You're OK
2. I'm OK, You're NOT
3. I'm NOT OK, You ARE
4. I'm NOT OK, neither are you

D. use the four grid positions to consider how these ideas impact on interpersonal communication.

VI Transaction Analysis

A. each person acts/reacts in one of three ego states
1. child-playful,willful,etc.
2. the parent- nurturing, admonishing
3. the adult - information gathering and using

B. when a person says to us -"do you know what time it is?" they can be coming from any of the 3 and we can react in any of the 3.

P P
A A
C C

1. when the speaker and responder are in the same state, the communication is clear
* child ...playful Q, playful A
adult ...information seeking,
information providing
2. when the two speakers are in different states, the communications can get crossed
*parent Q .... admonishing and
adult A .... giving information
3. if we think the speaker is in one state -we may answer in a complementary state
* parent Q..... admonishing produces child-willful-A "I DON'T CARE!

C. how does this effect your interpersonal communication

VI. Johari Window

A. a system where two status points in two areas interact as follows

	KNOWLEDGE ABOUT SELF	
	I know	I don't know -
others know-	open area	hidden area
others don't know-	secret	unknown area

B. how does this effect communication?

C. what does this say about the importance of feedback?

Unit VI

INSTRUCTIONAL NOTES

It is strongly recommended that this unit be taught from a cognitive, affective, and experiential point of view.

1. describe the theory
for some of this, you may need to get published background material. The only area where any problem may exist is in Value Sharing. The author of the Guide will be glad to give recommendations on resources on request. (803) 797-4203

2. have the students do a series of activities in the technique. Process in class; they could also use the activity feedback sheets or journal entries.

3. make a concrete relationship to communication issues as noted in the outline - or as brainstormed further by the class.

UNIT VII

LEARNING ABOUT SELF THROUGH INTROSPECTION, EXPERIENCES, AND FEEDBACK

General Objective

At the completion of this unit the student will be able to identify ways we learn about ourselves from introspection, creativity, planned and unplanned experiences; the student will be able to discuss the ways these techniques are useful in the study of interpersonal communication.

Specific Objectives

The student will be able to:

1. Be able to name three introspective, open ended techniques for self knowledge and discuss their relevance in interpersonal communication.

2. Be able to describe the common characteristics of planned and unplanned experiences and how they aid in gaining self knowledge.

3. Be able to discuss the relevance of these techniques to gaining self knowledge for better interpersonal communication.

Topic Outline

I. Introspective, open ended techniques
  A. common elements
    1. are usually done as part of daily activity
    2. are usually done by the individual alone
    3. are most useful when thoughtfully considered
  B. examples
    1. journal writing - can follow a structure or be open ended
      a. see At a Journal Writing Workshop

b. personal story telling and journal writing workshops are sometimes offered through community education settings

2. reading, thinking, daydreaming
3. brainstorming
   a. can be done by a single person if the rules are carefully followed
      * non-judgmental
      * anything goes
      * free flowing
      * keep going
   b. can be done by two or three people OR by one person over a period of weeks
      * keep a notecard in pocket, add ideas as they occur to you over time
4. meditation, fantasy
   a. right brain (non-dominant) patterns of thought can identify information about self that does not show up other ways
   b. short example-
      * relax, breathe easily
      * focus on breathing
      * imagine that you are in a relaxing spot -visualize it, see the details
      * do -in your mind -whatever you would normally do there
      * encounter a visitor -person or animal
      * have a conversation -start by asking your visitor a question
      * relax and be aware of your <u>real</u> surroundings
      * write your experience in your Journal or discuss it with other people
5. creativity - your own
   a. in the above example, you are being creative
   b. more conventional creativity -
      poetry
      art
      music

II. learning from experiences
   A. planned
      1. by yourself
         a. going to concerts, art exhibits, other access to other people's creativity
            * processing your feelings is the method by which you really learn about yourself
         b. pushing yourself
            * marathon runners etc.
      2. by others
         a. commercial -EST, Outward Bound etc.
         b. in training settings - "mock" experiences

* again, regardless of the experience - learning comes through processing

B. unplanned
1. personal problems, reacting to new circumstances accidental times when we see ourselves better
2. often need to be professionally processed - especially if disturbing (robbery, car accident, etc)

Unit VII

INSTRUCTIONAL NOTES

The introspective and experiential ways of learning about self lend themselves best to being discussed by activity rather than cognitive presentation. Nevertheless, the outline given here could be used to structure a lecture.

It is important, if you choose to use the meditation,that the facilitator be an experienced trainer or leader of such activities. Remember to pause for at least 10 seconds between each set of directions. Although the suggested fantasy is seldom experienced in a negative way by participants, be aware of the possible discomfort of students who are unused to altered states of consciousness. It is useful to point out the difference between normal (commonly occurring) and natural (a state appropriate to the organism) Meditation is natural for our minds and bodies -but for many people it is not at all normal.

SECTION C
SKILLS FOR ONE TO ONE RELATING

UNIT VIII

CULTURAL IDENTITY AND BARRIERS TO COMMUNICATION

General Objective

At the completion of this unit the student will be able to describe some of the general ways cultural identity influences communication style, including the Sue model of cultural identity development and its implications for cross cultural communication; the student will have applied the Sue and Jackson models to their own frame of reference and to community interactions.

Specific Objectives

The student will be able to:

1. Explore their own reactions to members of other ethnic groups in terms of:
   expectations,
   response to uncomfortable comments,
   and to difficult content.

2. Identify five separate identities which they have for themselves and the relative ethnic impact of each.

3. Discuss their own perceptions of prejudice and discrimination and how it affects their interpersonal communication.

4. Describe the process of cultural identity development as seen by Derald Sue for minority (subdominant) culture members and Bailey Jackson's modification for majority (dominant) culture members.

5. Describe the way in which we use cultural level information, sociological level information and individual level information in developing relationships with others.

locus of
control

IC-IR IC-ER

locus of
responsibility

EC-IR EC-ER

4. IC-IR: the Horatio Alger society of America, "doing" is more important than "being" equality and informality in relationships achievement motivated; world is mechanical - to be exploited, self important over group autonomy, self control
5. EC-IR: accept dominant culture's views, feel "at fault" for not succeeding
6. EC-ER: segregated minorities, primarily Black "slavery", understand what is happening to them
7. IC-ER: active; stress racial identity and militancy

II. cultural identity development
   A. defines five stages of self identity with respect to both own minority and the dominant cultural group
      1. conformity -see self as defined by dominant culture
      2. dissonance -covert disagreement
      3. resistance/immersion -overt disagreement, self-appreciating BUT still defining in terms of the dominant view (I am <u>not</u> as <u>they</u> see me!)
      4. introspection -re-defining for self... of both dominant and minority groups
      5. synergetic awareness -judging based on personal view
   B. similar five stages of members of the dominant culture and their view of the minority
      1. conformity -general agreement with view and treatment of minority by majority
      2. dissonance -developing discomfort with majority view; covert
      3. (a) resistance - active resistance to the view
         (b) immersion -joining identity with the minority group (men in NOW, whites in NAACP)
      4. introspection -deal with the nature of group and individual appreciation
      5. synergetic awareness - redefinition of identity of both groups
   C. certain types of cross communication can not easily take place e.g.
      1. stage 3 minority and 1 or 2 majority

Topic Outline

I. Cultural barriers to communication
   A. source -Derald Sue, Counseling th e Culturally Different ; Karin Eriksen Communications Skills for Human Services
   B. mode of thinking
      1. Western culture - left brain, linear/logical/analytic/verbal dominates
      2. Eastern and American Indian -right brain, intuitive/holistic/creative/nonverbal dominates
   C. language
      1. White English - "standard English"
      2. Black English - subcultural, words and phrases
      3. lower-class - more implicitness, shorter sentences, less complicated grammar, more reliance on the nonverbal
   D. personal space
      1. Anglo culture -social zone 4 to 12 feet
      2. Latins, Africans, Black American, Indonesians - much closer stance
      3. Eskimos, sit side by side for more intimate conversation
   E. eye contact
      1. White culture -listening shown by gazeholding
      2. Black culture -listening shown by proximity
      3. Navajos -gazeholding hostile/chastisement
      4. Mexican Americans and Japanese - lack of eye contact is a sign of respect or deference
   F. conversation conventions
      1. touching - Latin Americans touch, never greet each other without touching
      2. silence - Americans - means floor yielding
         English - privacy
         Arabs - privacy
         Asian -sign of respect
         Chinese/Japanese - a desire to go on speaking
      3. direct vs. indirect
         American -direct, to-the-point
         Asians - direct is rude, immature lacking in finesse
   G. world views
      1. locus of control; internal (I'm in control) external (control outside of me)
      2. locus of responsibility; internal (I'm responsible) , external (responsibility outside self)
      3. a two way matrix...

2. stage 1 minority and stage 3 or 4 majority

III. cultural information and the development of relationship
   A. cultural information is, by its nature, a group generalization
      1. avoids some types of mistakes
      2. insufficient information for making accurate judgments and evaluation of individuals
   B. most important at the early stages of a relationship to prevent obvious "goofs"
   C. friendships use less steriotyped information
   D. accuracy of interpretation is better
   E. as relationships move through friendship to involved and stable interaction
      1. less group identity
      2. more relating to the person as a person
      3. more and more the relationship itself is of interest rather than generalizations
   F. stages of friendship and information used (summary)
      1.first meetings- use cultural and sociological information to facilitate casual conversation
      2. casual relationships- no commitment to the continuing relationship (it's convenient)... less cultural, more sociological, some individual information is used
      3. close friendship- have moved past almost all group based information into personal relating
      4. intimate (committed) relationship- personal and shared information on the individual and "special to the relationship" level

IV. experiences in cultural identity and communication about culture.
   A. how I tell ethnic identity
      1. accent, inflection
      2. choice of language
      3. type of group and individual dynamics
      4. interests
      5. visual data
   B. reacting to other's view of us
      1. the content
      2. the identity (cultural) of the speaker
   C. comfort levels in interpersonal communicating..

VERY COMFORTABLE _____ VERY UNCOMFORTABLE

      1. discussing cultural content with
         a. someone like me
         b. not like me
         c. mixed group
         d. ID persons I associate with greatest discomfort

2. discussing my cultural identity with
   a. someone like me
   b. not like me
   c. mixed group
   d. person of greatest discomfort
3. discussing over- and true generalization about my cultural (ethnic) group with
   a. someone like me
   b. not like me
   c. mixed group
4. A person is IDed as "Negro" in some states if they are 1/32 Black by ancestry... (if one or more of their great, great, great grandparents was Black)
   WHO IS MORE PREJUDICED -
   a. those who made this law?
   b. persons who it affects (i.e. 31/32 white, 1/32 black) who are upset about it?
   c. would it matter if the law were about being Irish?

Unit VIII

INSTRUCTIONAL NOTES

This unit is intended to finish the course's formal consideration of self knowledge and move into interpersonal skill development for better more effective communication. This is the most difficult unit in this course to facilitate. The attached activity sheets have been used in the following manner.

The regular instructor of the class brought in a person of a different race to lead a class discussion on Derald Sue and Baily Jackson's models of identity development, and on communication patterns and techniques that vary by ethnic group.

The students were given the activity sheets to fill out on their own. The next class the regular instructor returned and the discussion centered on processing the individual responses to the previous class.

No one was forced to share information. Discussion of the "1/32" question was kept to the general level.

Activity Sheet - Personal Cultural Identity as it Relates to Others

1. I would have known the group leader's race even if I had only heard and not seen her.

DEFINITELY	MAYBE	NOT AT ALL	DON'T KNOW

I base my answers to (1) on (check all that apply)

_____ (1) accent, inflection

_____ (2) language (words)

_____ (3) type of interaction with group

_____ (4) type of interaction with individuals

_____ (5) content covered

2. Would you have had a different experience if the group leader had been:

WHITE	YES	NO
MALE	YES	NO
ORIENTAL	YES	NO
JAMAICAN	YES	NO
OVER 60	YES	NO
UNDER 22	YES	NO

3. Here are some ways people can make you feel:

you can feel ATTACKED
you can feel ACCEPTED
you can feel OPEN
you can want to conceal yourself to feel CLOSED

In the following are some statements - and people who might say them. Note down how you think you would feel if the person described said these things to you.

a) "You people are all the same lazy and unwilling to work in this class".

	ATTACKED	ACCEPTED	OPEN	CLOSED
If said by a white female:				
If said by a black female:				
If said by a white male:				
If said by a black male:				

b) "Black people seem to need to drive big cars".

	ATTACKED	ACCEPTED	OPEN	CLOSED
If said by a white person:				
If said by a black person:				

c) "White people try to show they are unprejudiced by their speech - but I wounder if they really are".

	ATTACKED	ACCEPTED	OPEN	CLOSED
If said by a white person:				
If said by a black person:				

d) "Southerners are still fighting the Civil War".

	ATTACKED	ACCEPTED	OPEN	CLOSED
If said by a Southerner:				
If said by a Northerner:				

e) "Northerners are more hostile and always in a hurry".

	ATTACKED	ACCEPTED	OPEN	CLOSED
If said by a Southerner:				
If said by a Northerner:				

4. List the content and the activities covered in class last Thursday.

5. Answer these questions:

a) How <u>comfortable</u> were you with the <u>content</u>?

VERY COMFORTABLE	SOMEWHAT COMFORTABLE	SOMEWHAT UNCOMFORTABLE	VERY UNCOMFORTABLE

b) How <u>comfortable</u> were you with the <u>activities</u>?

VERY COMFORTABLE	SOMEWHAT COMFORTABLE	SOMEWHAT UNCOMFORTABLE	VERY UNCOMFORTABLE

c) Do you feel a group leader of a different race would have handled the <u>content</u> differently?

DEFINITELY	MAYBE	NOT AT ALL	DON'T KNOW

d) Do you feel a group leader of a different race would have handled the activities differently?

DEFINITELY MAYBE NOT AT ALL DON'T KNOW

Activity Sheet - Ethnic Identity

1. "I am a . . ." Answer this question 5 times with 5 different answers:

_____

_____

_____

_____

_____

Which of these are ETHNIC - judged by this definition - "of a social group that has a special status based on variable traits such as religion, language, ancesters, physical characteristics, race, national origin, etc."

2. What if a state defined nationality as follows:

If 1/32 of a person's genetic heritage or more is IRISH then that person is called IRISH.

In other words-on this chart-if one of your great, great, great, grandparents is IRISH and the others in your family since then are not, you are still defined as IRISH

Great, Great, Great GRANDPARENTS

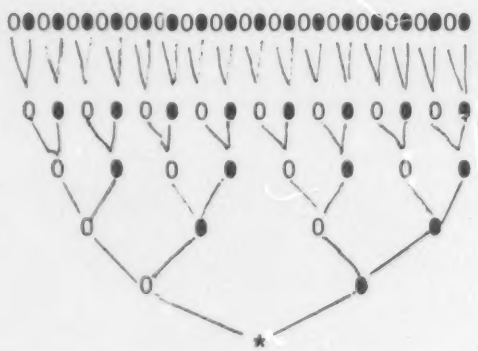
Great, Great GRANDPARENTS

Great GRANDPARENTS

GRANDPARENTS

PARENTS

YOU



How do you react to this law? If a person (who is 1/32 IRISH) is upset that he is defined as IRISH by this law - do you think he is prejudice?

UNIT IX

THE SKILLS OF EFFECTIVE INTERPERSONAL COMMUNICATION

General Objective

At the completion of this unit the student will be able to define the role of empathy/trust/and risk taking in relationships and will be able to define and recognize specific skills for effective listening and speaking, including "attending behaviors," "reflective listening," "problem ownership and I messages," "open/closed" questioning.

Specific Objectives

The student will be able to:

1. Define empathy, discriminate it from sympathy, discuss its importance.

2. Discuss the role of trust and development of trust in relationship.

3. Identify and define interpersonal skills for listening - attending, non-verbal encouraging, reflection of content and feeling, summarization of content/feeling.

4. Identify and define interpersonal skills for speaking - problem ownership, I statements, feelings (vs. thought) statements, direct (vs. indirect) statements, additive comments, open ended questions (vs. closed ended questions), genuineness.

5. Identify and define interpersonal skills for dealing with problems and conflict including focus on behavior (not personal character), describe first (not evaluate), framing ideas in personal-effect terms (not universal), focus on present (not past), and general skills of assertiveness.

6. Apply the communication model used in this course in

discussions of skills applications.

Topic Outline

(for elaboration on many of these points - see the student handouts)

I. The attitudes of effective interpersonal communication
   A. empathy (vs.sympathy)
   B. trust
   C. being genuine
   D. specificity verses over-generalization

II. The skills of listening
   A. showing interest and attention
      1. non-verbal means...
         * eye contact, facial expression, body language
         * specific head nods
         * noises - "ummm", "uh huh"
      2. verbal
         * "I see" "yeah"
   B. encouraging the speaker to continue
      1. all of the above PLUS
         * invitations to go on - "and then..." "and so..." "what else?" "can you tell me more about that"
         * certain non-verbal input - gestures etc. (brainstorm from the class)
      2. open ended questions
         * can't be answered with a one word answer
         * don't change the focus or direction the speaker has chosen
   C. letting the speaker know you have heard or understood the content of her ideas and feelings
      1. reflecting (saying back) to the speaker their
         * content - through restatement, paraphrase minimal interpretation
         * feelings - by restating any feeling words used
                   - by putting into words what you hear in their vocal content and see in their body language
      2. limited use of appropriate non-additive and additive comments which do not change the focus to you or the direction of the conversation

III. the skills of speaking
   A. being real (genuine, honest)
   B. being specific - <u>owning</u> personal content of conversation

1. ideas - don't overgeneralize authority figures
   a. "I think most people are feeling..."
      rather than "Every body thinks..."
   b. "I read that..."
      rather than "the EXPERTS say..."
2. feelings - identify your emotions; avoid using the word "feel" for "think"
   a. learn some feeling words
      (feeling wheel or similar tool)
   b. use them judiciously -don't overuse
3. be direct -
   a. "I feel angry..." NOT "I think maybe I feel angry..."
   b. If you are not sure how you feel or what you think - say so, then explore the possible
      * "I'm not sure how I feel - there's a little anger and a lot of fear. I feel confused."
   c. but remember - there are few ABSOLUTES
      * all-inclusive words tend to leave no where for you or anyone else to go
      * "Women should work." (all women? some women?)
      * "I eat anything." (oh yeah?)
      * absolutes close conversational directions which you may want to leave open or to move from conversation to conflict
      * limit the use of words like... all, always, never, can't, won't - that way they'll really mean something when you use them.

C. be open (relates to absolutes)
   1. use words that leave room for conversation to continue
   2. use open ended questions
      a. for gathering information
      b. so you don't put words in other people's mouths
      c. unless you want a SPECIFIC answer
         * "What time is it." is better than "Tell me about the time" if you want to know what time it is (if you wanted to explore someones's concern about time - the open question is better.)
   3. cultivate an accepting manner - not of all ideas but of the people who have them
D. be congruent in verbal, vocal, and non verbal information
   1. be aware (pay attention to other people's

reactions to you.
2. clarify the source of the information when people misunderstand - "What did I say or do that gave you that impression?"
3. be direct about ambivalence in thoughts or feelings.
4. identify for others known sources of information - "I know I must look tired - it isn't you, I was up all night"
5. when you can't be congruent and you know it is important - own the problem
   * "This is not a good time for me to talk about that ... I have really strong feelings about it and today I can't keep my feelings out of it."
   * "My mind says YES but my emotions say No ... just look at my hands shake."
   * "I'll go since it is important to you - but I may appear distracted."

E. be generous -give others the real you
F. trust others -trust them with the real you
G. be willing to take risks -they are worth it
H. be gentle with yourself and others - we are all human

IV. Skills for problems and conflict
A. focus on behavior, not personality
   1. be specific and stay in the present
   2. identify how behavior effects you and others
B. describe rather than evaluate
   1. focus on things that are observable
   2. never claim to read others' minds
      "You never think about me"
   3. describe your own reactions - but not as if caused by the other person or their actions
      "You make me mad"
C. Own your own responses
   1. there is no clear cause and effect between actions and feelings
      rather then - "You make me angry when you are late."
      it is more real to say "I feel angry - when you didn't call I let myself get worried and, since I've told you that before, I think you should remember to call me."
   2. (it may be ponderous to do this all the time, so use this skills when it is needed to avoid or handle conflict)
   3. what is real to you is your feelings.
D. find out who <u>owns</u> the problem before you jump in

1. who experiences what effect of the problem
2. who has control over the action
3. BE GENEROUS - unless you want to be on your own, the problems of other people with whom you are in relationship are effected by your chosen behaviors
   * e.g. it wasn't my husband's problem when my project was late - but he was generous and helped me deal with it by grading the exams from my course for me
4. BE TOLERANT - people need to be able to relax around each other

E. use empathy
   1. look at how others respond and how they are effected by your behavior
   2. put yourself in the other's place - NOT to judge but to share their experience and emotion

F. Allow other people their own individuality and reality - we are not all the same and so do not interpret and react the same ways

G. Hold on to your right to your own individuality
   1. learn to respond assertively when you feel attacked
   2. (Your Perfect Right and When I say No I Feel Guilty are good references)
   3. a general purpose technique - for use when you don't want to have a fight or confrontation around someone else's opinion of you or your behavior...
      "agree with what ever you can -in truth- agree with"

*example - "You should never wear that color - it looks terrible on you!"
If they are right -
"You are right." (does not mean you plan to change)
If they might be right -
"You may be right."
If you don't think they are right - BUT can see why they say it -
"I can see why you say that."
If you don't see why they say it - BUT can see it bothers them-
"I can see that you are upset by my choice of dress."
If you can see they are upset - BUT think something else is going on-
"You seem to be very angry(upset) today."

Unit IX

INSTRUCTIONAL NOTES

There are two separate units in this course on specific skills -one that is content oriented (IX) and one that is practice oriented (X). Some instructors may find it more effective to practice each skill as it is described. The two units are designed to be used together if desired. It is assumed that the three units of Section C will take proportionately longer to cover than any other three units because of their focus on specific skills and examples and the class time it takes to structure practice and feed back experiences.

The triadic communications groups are effective tools for allowing more practice and discussion of these skills. The feedback sheets should be filled out and then used as process information in the class. The instructor will need to wander around the room from group to group to clear up misconceptions and improper use.

If desired, these two units could be expanded to a major portion of the course and taught using video-tape and criterion measures for evaluation and grading.

Attached to this unit is a summary diagram showing the communications model used with this course showing the relationship between these skills and the model. In addition, overview sheets for a number of the skills have been provided to summarize proper and improper uses. (These skills, and related skills, have been beautifully written about by many other authors in counseling, parenting and similar texts and training materials. No attempt has been made here to duplicate such materials - the instructor's favorite references should be used to expand this outline.)

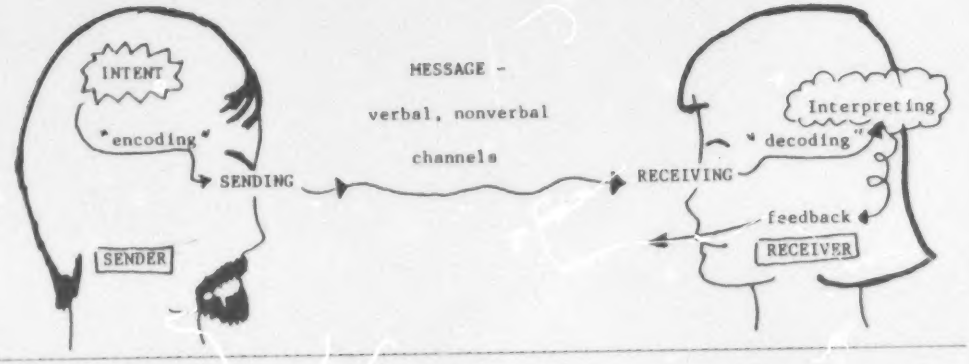
Also attached to this unit for use with Unit IX or X is a class GAME "exercise in responding" , where students respond to stimulus statements and develop stimulus situations. Small groups design an interaction which sets up appropriate use of the skills overviewed here (called building statements). Each interaction is "acted out" by two class volunteers - the games moves around the room, with each person in turn giving one of the designated responses. An incorrect response drops the person out of the game. When all 8 responses have been made correctly to the first situation, a second situation is dramatized. An alternative technique would be to set up teams (like a spelling bee) -

Each team builds a situation and writes the statements for it. Team A chooses two people to act out their situation. Team B must then produce the eight defined responses. The instructor decides on the acceptability of each answer (challenges should probably be allowed); they can keep trying to write a correct response of each type, but only three

strikes are allowed before it become the other team's turn. When Team B has successfully produced all 8 responses (for eight points) or has gotten three strikes (earning however many points as they had right statements) then Team B acts out their Situation, and Team A must respond. (If the statement written by the team does not meet the stated criteria, or if it has been written so one of the responses is impossible, then the responding team automatically gets either 5 points for the wrong design or one point for the response which can't be made)

Self Knowledge
Awareness

Past history
needs, goals,
values, beliefs,
attitudes, feelings,
strengths, weakness,
motivating forces,
cultural ID;
style - the way
others see self, etc.



INTERPERSONAL COMMUNICATION SKILLS AND TECHNIQUES

1. "I" statements
2. feelings statements
3. self disclosure
4. trust
5. genuineness
6. problem ownership
7. direct statements
8. open ended questions
9. verbal/nonverbal congruence

DEALING WITH PROBLEMS

1. talk about behavior not people
2. describe first, rather than evaluate
3. talk of present
4. use "I" and "feeling statements to evaluate

RESPONDING/FEEDBACK

1. open ended questions
2. problem ownership
3. assertiveness
4. non-additive vs. additive comments

LISTENING:

1. "attending" - evidence of listening verbal/ nonverbal
2. minimal "encourage" verbal/nonverbal
3. reflection
   CONTENT
   verbal or nonverbal
   a) restatement
   b) paraphrase
   c) interpret
4. reflection FEELING
   verbal or nonverbal
   a) simple use of feeling words
   b) pointing out incongruent verbal/nonverbal

I. Reflection of content	A Skills
1. To let other person know you are listening and what you understood them to say. 2. Clarifies content for both. 3. Allows participation in conversation without being additive 4. Allows person to explore ideas without outside input.	B Purpose Intent Effect
1. To listen when person is upset, angry, or simply using you to "bounce ideas off from". 2. To do the tasks in B. 3. To participate when a person is trying to make a decision - without giving ADVICE. 4. To be a HELPER. - person has told you of a busy, tiring day. "Sounds like more to do than you could get done." "Sounds like you never had time to catch your breath".	C Proper Use and Example
1. When other person wants additive comments; your advice; your ideas. 2. When person wants information. 3. As a "therapist" in non-thapeutic relationships. 4. To annoy, manipulate. 5. To avoid taking your own responsibility in a situation. - person has asked you for the time. "You want to know what time it is." "Time seems very important to you". (*could be OK-but BE CAREFUL)	D Improper Use and Example

1. Reflection of Feeling	A Skills
1. To let a person know you are aware of their emotions. 2. To give feedback on incongruent verbal and non-verbal messages - for clarification. 3. To let person know you are open to/comfortable with the emotions they feel. 4. In therapetuic settings, to help person explore depths of emotions.	B Purpose Intent Effect
1. When person is upset, angry, needs to ventilate. 2. When an additive comment would sound defensive. 3. When an additive comment would "devalue" what the other person was sharing. 4. To deepen relationships. - Person shares how they felt during a speech - describe situation. "You were both frightened and excited at the same time". "Your voice sounds kind of pleased about how it turned out".	C Proper Use and Example
1. To CATCH a person or put them on the spot or confront them. 2. To deflect focus of communication; to control direction. 3. To advoid personal participation (as if your awareness made it unnecessary for you to DO anything). 4. To play "amateur psychistrist". - during a violent discussion. "You are glad I got hurt." "You feel so insecure you have to hurt me".	D Problem Uses and Example

1. Open ended question.	A Skills
1. To elicit more information 2. To participate in conversation - but not be additive. 3. To expand conversation in new direction (BE CAREFUL as to WHY you do this). 4. To be therapetuic - get person to look at things they missed.	B Purpose Intent Effect
1. When person has has stopped sharing but seems to want to continue to explore ideas. 2. When person is shy/uncomfortable - "doesn't want to intrude". 3. To be receptive - to make it clear to you are interested. 4. To help a person explore a situation on their own resources (without TELLING them what to do). - "What else can you do when that happens"? "In what ways was it scarey"?	C Proper Use and Example
1. To change focus of communication to <u>you</u> 2. To be additive/editorialize - without taking responsibility for being therapeutic with your friends. 3. "Well, how to you think I felt?" "Where does that leave me"?	D Problem Uses and Example

1. Closed questions.	A Skills
1. To stop communication; to limit a person's input. 2. To get basic/simple information. 3. To screen out extraneous data. 4. To define limits.	B Purpose Intent Effect
1. In an emergency - to get vital information. 2 To set basic ground information - for later exploration. 3 In a job situation or other situation when time is limited. - "Did you see him turn the corner?" "Is he breathing"? "What time is it"?	C Proper Use and Examples
1. To deflect closeness. 2. To advoid involvement. 3. To editorialize but not appear additive. 4. To manipulate information being shared. - "Did it ever occur to you that I might like to go along"? "You lived through it, didn't you?" "Did you or didn't you hit him"?	D Problem Uses and Example

1. Additive comments.	A Skills
1. To share yourself. 2. To show commonality, empathy 3. To deepen relationships. 4. To give important information; to make sure important data isn't missed.	B Purpose Intent Effect
1. In everyday conversations. 2. After an upset person has shared/ventilated to bring conversation to more inter-active level. 3. To clari y a misunderstood situation (3UT WATCH OUT YOU DON'T DISCOUNT REAL FEELINGS) - A friend is angry with a teacher wh missed class today. "He went into the hospital yesterday." "That makes me angry, too".	C Proper Use and Example
1. To take-over a conversation. 2. To put down another person. 3. To make fun of another; to treat their input trivially. - a person has shared a fear. "I'm scared too-of killer bees and atomic war-in that order." "Let me tell you about my weekend..."	D Problem Uses and Examples

1. "I statement" [a statement gives your reaction to a situation]

A

Skills

---

1. To share a problem situation, but keeping the focus on behavior rather than the person.
2. To react to a situation without getting personally accusing.
3. To be specific - to talk about things that can be seen, measured, changes.
4. To take responsibility for your own reactions.

B

Purpose

Intent

Effect

---

1. When you want others to be aware of a problem you are having - but to know you still value them as human beings
2. When you want to explore a conflict to see if it can be resolved.
3. To help a person see their strengths.
4. When you are asked for feedback and don't want to hurt a person but want to be honest.

   "I feel as if I were shut out when you don't tell me what going on."

   " I feel good even in the rain when you smile like that".

C

Proper

Use and

Example

---

1. To zap a person - but still look good.
2. To share something - but stay somewhat unemotional and impersonal.

   - " I feel bad when I see you've gain so much wieght".
     "When you visit, I feel really glad."

D

Problem

Uses and

Example

COMMUNICATIONS SKILLS GAME

Responding - in response to the stimulus statement

1. Write a reflection of content statement.
2. Write a reflection of feeling statement.
3. Ask an open ended question.
4. Ask a closed question.
5. Make an additive comment.
6. Use an "I" statement that identifies your feelings as a result of their words/actions.
7. React to a behavior rather than the person.
8. Use the skill of "agreeing with the truth".

Building Statements

In a small group choose one of each of the following -

1. A person has just
   a) ended a relationship
   b) gotten a job
   c) been accepted to college

2. Their feelings about this are (can be more than one)
   a) ones of sadness
   b) fear and inadequacy
   c) delight, joy, pleasure

3. They tend to have verbal and nonverbal responses which are
   a) congruent b) non-congruent

4. Scrip out - Their statement to a friend - include their words and vocal cues - as if you were telling someone how to act it out.

5. Script out - an agressive, accusing response by some "know-it-all" person.

UNIT X

APPLYING SKILLS FOR INTERPERSONAL COMMUNICATION

General Objective

At the completion of this unit the student will be able to demonstrate the skills described in Unit IX for effective interpersonal communication; given a situation or stimulus statement, the student will be able to choose and use an appropriate skill (either orally or in writing)

Specific Objectives

The student will be able to:

1. Demonstrate the following listening skills (when provided with an appropriate stimulus)-
   a. attending -verbal and non verbal
   b. minimally encouraging -verbal or non verbal
      * neutral *invitation to go on
   c. reflection of content
   d. reflection of feeling (from stated feelings)
   e. reflection of feeling (from vocal/nonverbal cues)
   f. summarization of content and feeling for a brief discussion
   g. pointing out incongruent verbal and non-verbal information

2. Demonstrate the following speaking skills (when given an appropriate stimulus)
   a. I statements
   b. feelings statements
   c. self disclosure
   d. problem ownership
   e. direct statement of opinion and feeling
   f. open ended questions
   g. verbal/non-verbal congruence

3. Demonstrate the following problem response skills (when given an appropriate stimulus)
   a. closed questions

b. open questions
c. non-additive comment
d. problem ownership
e. focus on behavior not person
f. describe behavior rather than evaluate
g. speak in the present
h. use "I" statements and feeling words to indicate impact of the behavior on you and others
i. assertiveness (agreeing with what is true)

Topic Outline

I. Use the topic outline of Unit IX, and the specific objectives for Unit X, to structure a series of practice experiences
   A. group practice and role plays
   B. triad practice and feedback
   C. video-tape practice.

Unit X

INSTRUCTIONAL NOTES

This unit might almost be considered a "laboratory experience" for Unit IX. It could be taught in that manner. It is highly recommended that, regardless of how you choose to do it, you require the students to actually learn to use these skills and not just talk about them.

The best way to teach these skills is one to one, where a "novice" practices and gets feedback from a "master." Such feed back is best when immediate and when backed up by video tape so that the skill can be discussed clearly and precisely. However, most instructors and schools do not have the time or resources to teach in such a tutorial manner.

The second choice would be taped interactions(preferably video tape, audio a second choice), evaluated in group settings or in writing. Another technique would be triadic practice and individual class room attention.

The use of computers in education may someday give us tutorial programs for the cognitive and verbal content of communication training. A creative programmer could design such a "logic tree" to allow students to choose closer and closer approximations of the desired words and approach to a situation. Some self programmed materials already exist which are first approximations of this approach to teaching/learning/evaluation these skills. If you have access to any adjuncts such as these they are highly recommended.

SECTION D
COMMUNICATING IN SPECIAL SETTINGS

UNIT XI

EVERYDAY PROBLEM SOLVING

General Objective

At the completion of this unit the student will be able to discuss general methods of problem solving, list the steps of a typical problem solving model and apply it to interpersonal problem situations.

Specific Objectives

The student will be able to:

1. Discuss the ways in which individuals solve problems.

2. List the steps of a problem solving model.

3. Apply the problem solving model to an interpersonal problem situation.

4. Discuss the relation of the model to the communications skills from Unit IX.

Topic Outline

I. Problem solving methods
   A. discussion, compromise, win-win communication
      1.skills from Unit IX
   B. application of a structured methodof evaluation
   C. use of mentors or advisors
   D. professional helpers
   E. religion and faith
   F. superstition and fate
II. a structured method for solving problems
   A. defining the decision or choice
      1. general, specitic
      2. who is involved
      3. desired outcomes
   B. exploring possible directions

1. brainstorming solutions
2. suggestions from others
3. options which are available

C. information gathering
1. short and long term effects of each alternative
a. for self
b. for others
2. what else do you need to know?
3. where can you find out?

D. frame of reference information
1. past experiences
2. current reality
3. overall goals and directions

E. values consideration
1. physical, emotional, spiritual and intellectual needs
2. structured models of values-needs
a. Lasswell
b. Simon
c. Maslow
3. cultural considerations
a. expectations of self and others
b. self image ("shoulds" and "oughts")
c. history, autonomy, cultural outcomes
4. prioritization
5. needs which can be met other ways
5. needs only this decision will meet

F. consequences - detailed evaluation
1. interaction of needs, values direct effects
2. desirability

G. maximize values and needs, minimize negative consequences
1. for self
2. for others involves

H. develop positive statements about the outcomes desired

II. the application of the model to interpersonal problems
A. define all steps from the needs, priorities, of
1. the relationship
2. the individuals in the relationship
B. use model to structure discussion

III. applications of the skills
A. use of I statements
B. open ended questions
C. feelings statements
D. self disclosure
E. problem ownership
F. ownership of ideas,emotions

Unit XI

INSTRUCTIONAL NOTES

The purpose of this unit is to put together the course content with a typical structured decision making model. The only activity suggested is the actual application of the model in class (or by individuals), with special consideration of where the skills in interpersonal communication would be particularly useful.

The are other approaches to structured decision making; it might be interesting to compare and contrast the component parts.

UNIT XII

THE APPLICATION OF INTERPERSONAL COMMUNICATIONS SKILLS IN GROUPS

General Objective

At the completion of this unit the student will be able to relate the interpersonal techniques and styles discussed in this class to the roles of group members and the tasks of groups.

Specific Objectives

The student will be able to:

1. Describe briefly the typical roles of group members - task monitoring, gate keeping, care taking, questioning, providing support, evaluating, procedural concerns, providing information or opinions.
2. Discuss the types of tasks groups preform - decision making, planning, evaluating

3. Discuss the processes groups use - discussion, experts (authorities), hand-clasp, compromise, consensus, voting, Delphi decision making.

4. Discuss the way interpersonal skills are useful in groups

5. Describe the implications of
   PERSONAL over PROCESS over TASK

Topic Outline

I. The roles of group members
   A. task monitoring - keeping the group doing job for which they convened
   B. gate keeping - monitoring the flow of activity,

making sure everyone is heard and process is running smoothly

C. care taking - making sure the members of the group are OK - that issues have been handled to individuals satisfaction

D. questioning - raising issues, defining by query the parameters of discussion

E. providing support - the do'ers

F. evaluating - exploring the efficacy with which the emerging "product" meets the defined task

G. procedural concerns - helps to define the process; notes differences of opinion and moves to make overt the process by which the choices are made

H. providing information or opinions - raw material, and relevant data providers, indicators of extent to which the group will agree

II. tasks which groups preform

A. decision making
groups which have the job of choosing a direction, of defining a situation

B. planning
groups which flesh out the method by which decisions are implemented or directions are followed

C. evaluating
data gathering and compiling, with summary or recommendations

D. production groups
groups which produce a visible product (often using the material from groups above -may be same group at a different stage)

III. group processes

A. interpersonal communication from one to one, from one to group

B. discussion - exploring ideas, opinions, stands

C. experts - deriving the expertise from the members of the group - compile opinion or data

D. hand-clasp - when one or more individuals move toward the same goal in a "you scratch my back - I'll scratch yours."

E. compromise - middle ground is defined and agreed to which does not completely meet the needs or expectations of any of the decision makers

F. consensus - discussion and exploration of the topic, and the issues of individual group members, sharing of opinions until all agree to the same outcome

G. voting - majority, plurality

H. Delphi decision making - using a gathering of opinion and then negotiation, the process cycles

from "individuals" to "small groups" to "larger group" to "individuals" - at each coming to a product (statement or idea) which are compiled and used as the raw material for the discussion at the next stage.
Done for gather widest possible input and involve most people in the decision.

IV Discuss all of the above in a brainstorming style, putting the group skills listed in IX where they would be the most useful.

V. Discuss the idea that groups should function with PERSONAL taking precedence over PROCESS issues , which take precedence over TASK issue

Unit XII

INSTRUCTIONAL NOTES

The intent of this unit is not to teach in any depth the dynamics of groups, but rather to develop through discussion, a feeling for the type of skills relevant to group interactions.

The major activity would be to actually explore these issues through the action of group discussion. The most useful techniques would be to use two fish bowl groups; to alternate members -on the inside (where discussion of the topic is done) and on the outside (where observation and note -taking is done.)

The task of the inside group could be first - to discuss the roles of group members (while the outside group noted down instances of the use by members of the skills and techniques of the discussants) Either this could be done using the content outline as input or from scratch. The second fishbowl would be a reversal of roles, the inside group would consider the different types of process groups use (the outside group could again be watching for the specific skills used)

Finally, the group as a whole could do a Delphi type approach to deciding on "the 4 most important interpersonal skills in groups." The firs input would be the result of the two outside groups note-taking on the task of identifying specific skills observed. Each individual in the class would get the entire list of observed skills; their individual task would be to choose the 4 most important skills (no interpersonal discussion allowed at this point). Then small groups of no more than 5 would be formed and, using their individual choices of four as input, decide on a composite "four most important skills." The results of the small groups would then be re-distributed to individuals to choose the best of those suggested lists. Again, the individuals choices, would be the raw data for the next round of small groups. This can be carried on until convergence is noted (it may take only two rounds)

The final activity would be to discuss as a large group, the group process equation of PERSONAL issues over PROCESS issues over TASK.

UNIT XIII

INTERPERSONAL COMMUNICATION SKILLS WHEN THE GOAL IS "HELPING"

General Objective

At the completion of this unit the student will be able to discuss the characteristics of "helping" behaviors on the job, on Hot Lines, in paraprofessional settings, including the concept of crisis and lethality.

Specific Objectives

The student will be able to:

1. Discuss the role of helping as compared to advice giving

2. Define the characteristics when helping is needed and discuss the setting.

3. Discuss the concept of empowerment.

4. Discuss the concept of lethality

Topic Outline

I. Helping verses therapy verses giving advice
   A. therapy (psychotherapy, counseling)
      1. the psychological treatment or psychological disorders
         a. application of psychological theory to treating neurosis or psychosis by a trained professional
      2. more or less directive depending upon the specific theoretical base from which the techniques are being drawn
         a. Rogerian - very nondirective ,using a lot of "listening" skills
         b. Glasser (reality therapy) - more structured,

providing a framework for thought, stimulating and organizing
c. Perls - giving specific directions and assignments for thought and activity
3. usually use listening skills plus special forms of confrontation and special "activities"

B. giving advice
1. to recommend, inform, suggest, give opinion
a. an "advisor" - someone who is employed to give advice in a specific manner, about a specific limited topic
b. e.g. - in schools, "academic advisors"
2. can also be a non-professional - friend
a. mentor - def."a wise and trusted counselor"; today may mean a role model professionally
b. solicited or un-solicited suggestions from peers, relatives, etc.
3. professional advisors often (not always) trained in listening skills as well (to be able to clarifiy the problem and provide the most relevant advice)
4. listening skills also being taught to general public through parenting and work related training

C. "helping" (see poem "Listen")
1. as applied in paraprofessional and in volunteer settings (Hot Lines, help centers, Crisis Intervention)
2. while these centers use some professionals, they usually make extensive use of well trained volunteers or paraprofessionals
3. dictionary def. "to contribute, to further, to promote, to succor (relief in times of distress)

D. empower
1. definition " to enable, to supply with the means, knowledge, or opportunity, to give capacity to..."
2. consider "dependence" vs. "independence"
2. compare with "give advice to"

II. special issues in professional, paraprofessional, "helper" type listening situations

A. assessment
1. of specific need (to be able to respond with appropriate information or advice or direction)
2. of LETHALITY - likelihood for the situation to result in suicide, homicide, abuse
a. we all must make lethality judgments when people ask our help or advice
3. ethical responsibility for intervening in LETHAL or potentially lethal situations

- personal and moral judgment
- legal responsibility (the Kitty Genovese case in NY)
- legal responsibility if we "goof" in our help - "good Samaritan" laws

B. the need for more than listening - advice
"you need to call the police, Mrs. Smith"
intervention - "I want to know if you have thought out this business of suicide"
- starts with good listening skills
- may mean more active involvement :"come with me, I'll drive you to the hospital"

C. may mean further training
1. BUT never be afraid to intervene in a lethal situation; if you don't know what to do, call a Hot Line or Help Center yourself for advice
2. * talking about risk and asking person to get in touch with you or someone else if things get worse is almost always a GOOD IDEA
* giving specific directions or information on where further help is available - phone numbers, addresses, etc - seldom backfires
3. giving clear additive statements about your concern, worry, caring, wish to help is appropriate

III. special settings for listening and other interpersonal communication skills

A. family, as a parent - approaches include
1. Parent Effectiveness Training
2. Systematic Training for Effective Parenting
3. AGAPE - adult growth and personal effectiveness programs
4. Couples Communication groups

B. on the job
1. interpersonal skills for managers
a. to intervene in problems
b. to provide support to so-workers without giving advice where that would be inappropriate
c. clarification for better management of people who are having problems
2. assertiveness skills - for more satisfaction in high pressure jobs dealing with the public
3. for teachers - help students and co-workers clarify and work on their own problems
a. TET - teacher effectiveness training
b. SclP-school intervention programs for problem students

IV Summary of important points

A. when a person (family member, co-worker, stranger)

1. is sharing an emotion situation
2. is searching for a personal decision (and already has enough information about it)
3. is trying to understand a situation
4. is trying to become their own person

B. listening skills are useful and, often, SUFFICIENT because
1. people are capable
2. people are competent
3. people have a right to their own opinions/values/needs
4. WE have our own needs and don't have to take on other peoples'
5. independence is healthier than dependence
   * interdependence is sometimes best of all *

Unit XIII

INSTRUCTIONAL NOTES

The intent of this last unit is to discuss those settings where interpersonal communications are particularly useful, to discriminate between therapy and the simple use of listening skills, and to focus on responsibility for intervention in case of potentially lethal situations. To this latter end, it might be very appropriate to have a visit from someone who has worked in suicide prevention or on Hot Lines. etc. We can all learn more about helping others when they are in crisis.

There are also several good references which cover issues of importance in applying interpersonal communications skills in paraprofessional settings. Use of these is also recommended.

Milton M. Berger, M.D.
Working with People Called Patients
Brunner/Mazel lpublishers, New York, 1977
this book focuses on skills used by paraprofessionals in treatment settings; there are many good chapters and references included.

Karin Eriksen
Communications Skills for the Human Services
Reston Publishing (Prentice-Hall Company), 1979

this book includes insightful and gentle presentations of the concepts of helping, including a good overview of the process of crisis intervention; to summarize Eriksen's ideas -

* first goal of crisis intervention- Stabilize the situation
  1. listen, help the person calm down
  2. solve most immediate problems
     a. involve the person in crisis as much as possible BUT remember - persons in crisis may be immobilized; they need TEMPORARY active intervention
     b. be available at any hour for help
  3. move out of the way almost immediately and let the person take over control of what happens next
     a. persons in crisis can tell you if they can mobilize themselves
     b. even in the most active intervention - work WITH the person, don't do things to or for them without their input (even

if it is just agreement to let you continue)

Other issues about crisis intervention that are useful for the general lay person to know: When a person in crisis is overwhelmed, they may revert to very child-like behavior, and this may take the form of anger, panic, or violence. It is most useful to approach someone in this state with several other people. The verbal, vocal and body language messages from the helpers should be of confidence, steadiness, determination, and calm. Likelihood of violence should always be considered -for the safety of others - but it is less likely if the person in crisis is dealt with respectfully, warmly and with reasonableness. Part of respecting the other person is avoidance of trite verbal comments . It is vital not to deny the person their right to have their own feelings; we must not imply that their reactions or emotions are invalid. However, it is possible through reflection of content and feeling, through summarization of inconsistent elements, and by careful use of additive comments to help a person restructure their feelings of uselessness.

Mirroring in our own language our awareness that we feel one way but can choose to feel other ways is a model for the person in crisis that their experience need not stay static,that they have some power in their own responses. E.G. " I'd feel bad if you decided to do that, but I wouldn't feel guilty" This technique and others like it, suggested by Berger, are far more valuable than TELLING some one they don't have to feel that way, or to pull themselves together.

Of all the uses of interpersonal skills, crisis intervention for those we live and work with is one of the most rewarding, helping to enhance and reaffirm the dignity and worth of the human person. Refer here to the anonymous quote included with this unit, called "Listen-"

" ...when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and can get on about the business of understanding what's behind (it)..."

LISTEN

When I ask you to listen to me
and you start giving advice
you have not done what I asked.

When I ask you to listen to me
and you begin to tell me why I shouldn't feel that way,
you are trampling my feelings.

When I ask you to listen to me
and you feel you have to do something to solve my problem,
you have failed me, strange as that may seem.

Listen! All I asked, was that you listen.
not talk or do--just hear me.
Advice is cheap; 35 cents will get you both Dear Abby and
Billy Graham in the same newspaper.
And I can do for myself; I'm not helpless.
Maybe discouraged and faltering, but not helpless.
When you do something for me that I can and need to do
for myself, you contribute to my fear and weakness.

But, when you accept as a simple fact that I do feel what I fee, no matter how irrational, then I can quit trying to convince you and can get acout the business of understanding what's behind this irrational feeling. And when that's clear, the answers are obvious and I don't need advice.

Irrational feelings make sense when we understand what's behind them. So, please listen and just hear me. And if you want to talk, wait a minute for your turn; and I'll listen to you.

Anonymous

SUPPLMENTARY MATERIALS

METHODS AND MATERIALS FOR STUDENT EVALUATION

The attached Bank of Test Questions will be useful for developing cognitive evaluations for the course in Interpersonal Communication Techniques and Styles. The questions include low cognitive level as well as higher cognitive level assessments. Of particular importance are the questions which relate to specific dialogs or sample situations in interpersonal communications, since these reproduce most faithfully the situations for which the course intends to prepare students.

As has been mentioned in Unit X, thee best evaluation of thee actual attainment of skills is graded role playing or model tasks similar to thee communications game used in thee instructional materials. We highly recommend such evaluations to thee extent theat theey are possible.

The Journal, suggested in thee introductory materials, is also a good instrument for evaluation purposes. Eitheer thee content can be evaluated for grading purposes or thee quantity and quality of the materials can be used as a minimum requirement for passing thee course. Special projects could also be used for evaluation purposes - audio tapes of actual conversations or model conversations, as well as interviews, group experiences, or crisis intervention examples.

TEST QUESTION

BANK

The Questions in the Test Bank
progress sequentially through the content
of the course, but are not
divided into specific tests.

1. 1. Below are some definitions. Match them to the terms listed. Several terms may mean the same thing so definitions can be used more than once. Some definitions may not be used at all.

1. Sender	9. Sending
2. Channels	10. Message
3. Receiving	11. Interference
4. Frame of Reference	12. Encoding
5. Originating Communicator	13. Responding Communicator
6. Feedback	14. Decoding
7. Receiver	15. Perception
8. Noise	

a. The person who gets the original communication and sends back responses.

b. The person who starts a communication and gets information back from another.

c. Each person's specialized background, feelings, knowledge, values, and ideas which influence how they express and interpret communication.

d. Any distracing stimuli, occuring either within communicators or the environments.

e. The observable communication which stands for the meaning intended by the communicator.

f. The mental process of matching an idea/feeling and some symbol of that idea, e.g. words, expressions, movements, etc., so that it can be transmitted from inside you to another person.

g. The physical process of "putting out" the symbols - words, expressions movements, etc., so that another person can receive them and figure out what you think/feel.

h. Various types of sensory data which are used to transfer meaning from one person to another.

i. The physical process of observing a communication using the senses.

j. The mental process of matching the observed sensory data with probable meanings - taking the cues and interpreting them.

k. The combined process of physical reception and mental interpretation.

l. Messages sent back to the originator of a communication indicating your interpretation and reaction to it.

m. Person who observes other people's communications and makes note on what they see.

2. Joyce and George are discussing where to go for dinner. Joyce has had a depressing day, she wants to forget about it for a while. George's day hasn't been good either; has has been working on his finances and has discovered his check book and the bank statement don't agree - he may be overdrawn.

   Joyce 1: Where shall we go for dinner?
   George 1: I don't know - where do you want to go?
   Joyce 2: Let's go to Red Lobster - I'm in the mood for crab legs!
   George 2: I don't know - that's pretty expensive.
   Joyce 3: Then why did you ask if you don't want my ideas?!

   Use this example to explain the following:

   a. What channel is being illustrated here?
   b. How would other channels effect the decoding of the message?
   c. What can you say about the role that "frame of reference" (both past history and present reality) is playing here?
   d. Discuss this conversation in light of the sender and receiver's responsibility for accuracy - how could it be clearer? (Give specific examples of how Joyce could use reflective feedback to clarigy George's meaning in "Joyce 2" and "Joyce 3".)

3. This is a true and false question. For the communication process given below mark term T or F and explain why in the space.

A. is INTENT: T OR F

B. is DECODING: T OR F

C. is VERBAL MESSAGE: T OR F

D. is NON-VERBAL MESSAGE: T OR F

E. is RECEPTION: T OR F

F. is ENCODING: T OR F

G. is FEEDBACK: T OR F

H. is REFLECTION: T OR F

4. Explain how verbal and nonverbal messages can be either Congruent (supporting each other) or NON-congruent (conflicting with each other).

5. Give both a verbal and a nonverbal example for each strategy:
To Exclude Another
VERBAL

NONVERBAL

To Conceal Self
VERBAL

NONVERBAL

6. Choose 4 of these to answer. (If you answer more than 4, I will grade the 1st 4 I come to.)
Discuss briefly the role of each of these in communication (note whether this is a verbal or nonverbal cue and give an example).

a. gestures, posture, and body movement.
b. environmental factors such as color, spatial arrangement of rooms.
c. facial expression
d. eye contact
e. space between communicators
f. silence
g. slang
h. pitch, rate, volume, inflection of words

7. CHOOSE ONE of these topics to write a brief essay

a. Interpret this equation in terms of decoding and accuracy of message transmission:
Message = 7% verbal + 38% vocal + 55% facial

b. Discuss how perception is effected by:
1. differences in past and present experiences
2. differences in physical ability to perceive
3. differences in thinking pattern line or sequential thought (dominant) and matrix imagry (non-dominant)

8. What is the difference between the intnet and the content of a message? (Include in your discussion the purpose of communication and the channels of communication).

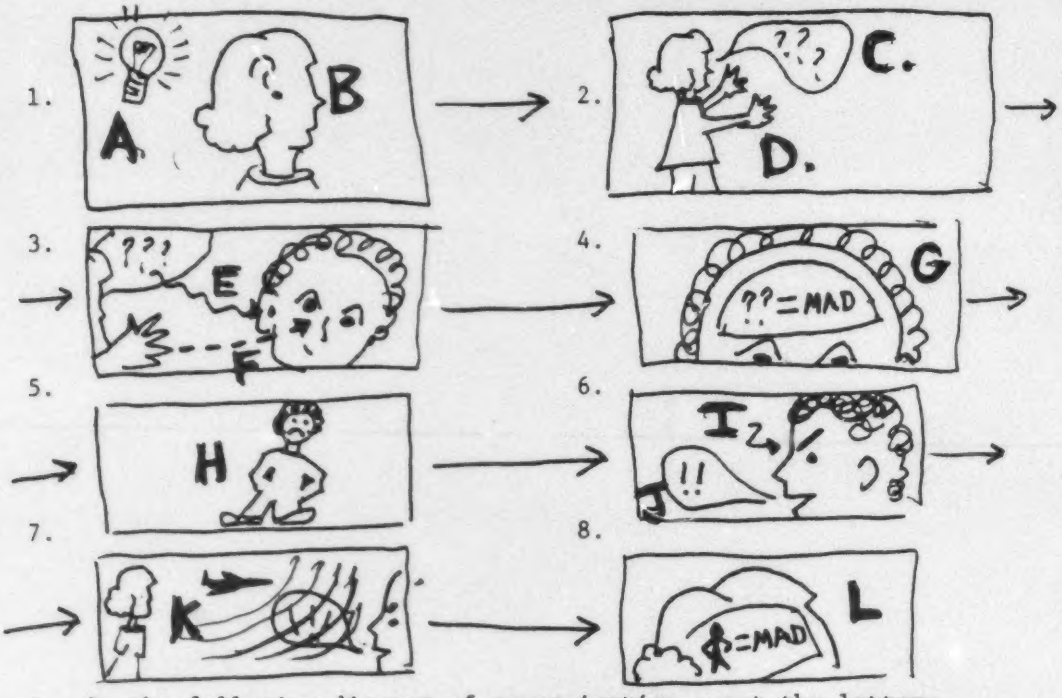
9. Joyce and George are discussing where to go for dinner. Joyce has had a depressing day, she wants to forget about it for a while. George's day hasn't been good either; he has been working on his finances and has discovered his check book and the bank statement don't agree - he may be overdrawn.

Joyce: Where shall we go for dinner?
George: I didn't know - where do you want to go?
Joyce: Let's go to Red Lobster - I'm in the mood for crab legs.
George: I don't know - that's pretty expensive.
Joyce: Then why did you ask if you don't want my ideas?!

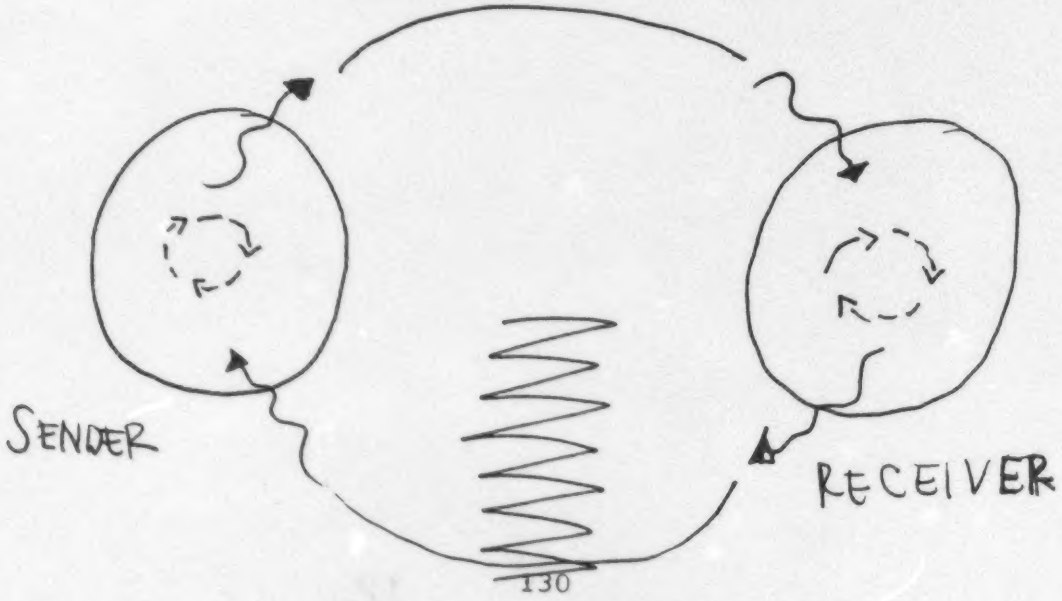
Use this example to explain the following:

9. a. What channel is being ullustrated here?
   b. What can you say about the role that "frame of reference" (both past history and present reality) is playing here?
   c. What are the sources for noise/interference for this conversation - are they internal or external?
   d. Discuss this conversation in light of the sender and receiver's responsibility for accuracy - how could it be clearer? (give an example of what they could say)

10. These drawings illustrate some of the processes of communication.



A. On the following diagram of communication - put the letters in the correct place. (some places have more than one letter)



10. B. For each of the terms below, list all letters from the drawings 1 thru 8 which represent an illustration of term.

1. Message _____
2. Verbal Channel _____
3. Visual Channel _____
4. Intent _____
5. Encoding _____
6. Receiving _____
7. Decoding _____
8. Feedback _____
9. Interference _____
10. Nonverbal Communication _____

11. A middle aged man is partially deaf. He was a coal miner in Pennsylvania most of life; he was taught that hard work pays off and education is a "frill". His parents came to this country from Poland; they are members of the Catholic Church. He is out of work and has not had a meal in 3 days. Three days ago someone who looks like and talks like you stole his car and all his belongings.
Discuss how this person would perceive communications differently from you - including at least 4 areas which affect perception (clearly state what those areas are).

12. The man in example 11 watches you as you go about your day. What Nonverbal information would he receive from you - give specific examples of at least 5 types (naming each type as you give the example).

13. How might you go about the following tasks in communicating with this man - for each task list both verbal and nonverbal stategies.
    a. excluding him
    b. including him
    c. putting him down
    d. building him up

14. What verbal and nonverbal strategies would you use to reveal yourself to him; conceal yourself from him, if you felt:
    a. frightened of him
    b. disgusted by him
    c. sorry for him

15. Below are some definitions (not necessarally from your book). Match them to the terms listed. Several terms mean the same thing and will have the same definition.

    a. the person who starts a communication and gets information back from another.

    b. the person who gets the original communication and sends back responses.

    c. each person's specialized background, feelings, knowledge, values, and ideas which influence how they express and interpret communication.

d. any distracting stimuli, occuring either within communicators or the environment.

e. the mental process of matching an idea/feeling and some symbol of that idea, e.g. words, expressions, movements, etc., so that it can be transmitted from inside you to another person.

f. the physical process of "putting out" the symbols - words, expressions, movements, etc., so that another person can receive them and figure out what you think/feel.

g. the observable words, expressions movements, that can be see/heard/felt and which stand for the meaning intended by the communicator.

h. the variety of ways which can be used to send stimuli - the various types of sensory data which are used to transfer meaning form one person to another.

i. the physical process of abserving a communication using the senses.

j. the mental process of matching the observed sensory data with probable meanings - taking the cues and interpreting them.

k. messages sent back to the originator of a communication ingicating your interpretation and reaction to it.

_____	1. noise	_____	8. receiver
_____	2. sender	_____	9. sending
_____	3. message	_____	10. feedback
_____	4. channel	_____	11. interference
_____	5. encoding	_____	12. originating commun
_____	6. receiving	_____	13. responding communi
_____	7. decoding	_____	14. frame of reference

16. Discuss briefly the role of each of these types of nonverbal cues in communication.

a. gestures, posture and body movement:
b. environmental factors such as color, spatial arrangement of rooms:
c. facial expression and eye contact:
d. space between communicators:
e. vocal cues that are not words:
f. silence:

17. "The model of communication in the book represents <u>one</u> way of looking at the elements and processes of communications, but other models exist. The specific names given to each element and process are less important than the basic ideas represented".

Comment on the truth of falsehood of this statement and discuss what it means using examples.

18. A person who hears a message and send back a response is said to be:
    a. a sending communicator
    b. a receiver
    c. originating communicator
    d. decoding

19. The person who initiates a conversation is:
    a. the sender
    b. the frame of reference
    c. responding
    d. a receiver

20. My special background, my feelings and values, my knowledge and ideas are said to be my:
    a. perception
    b. channels
    c. fame of reference
    d. message

21. When internal or external things distract from a communication or get in its way they are called:
    a. perceptions
    b. feedback
    c. frame of reference
    d. interference

22. You have an idea. You put it into words. Those words are the:
    a. interference
    b. perception
    c. message
    d. frame of reference

23. You feel sorry for someone. You pat them on the back. That is a (n):
    a. perception
    b. message
    c. observation
    d. frame of reference

24. The mental process of taking my mood and deciding on a dress that matches it is called:
    a. encoding
    b. decoding
    c. sending
    d. perception

25. The physical process of smiling at you when I'm glad to see you is:
    a. encoding
    b. decoding
    c. sending
    d. perception

26. The senses are used to be awarde of another person's messages - these various types of data we use to transmitt information are called:
    a. channels
    b. messages
    c. noise
    d. feedback

27. When I use my senses to observe a communication I am:
    a. decoding
    b. perceiving
    c. receiving
    d. encoding

28. The process of interpreting so I have a probable meaning is called:
    a. decoding
    b. perceiving
    c. sending
    d. interfering

29. The combined process of seeing or hearing a message and then fi figuring out what it means based on my frame of regerence and knowledge is called:
    a. interference
    b. perception
    c. feedback
    d. decoding

30. When I respond to your conversation with words and motion this is called:
    a. receiving
    b. feedback
    c. interpretation
    d. noise

31. When I start a conversation I am not a:
    a. sender
    b. originating communicator
    c. receiver

32. When I do not start a conversation but instead answer when you start I am not a(n):
    a. responding communicator
    b. receiver
    c. originating communicator

33. Verbal and nonverbal messages can be used for a variety of communication strategies. Name 3 different strategies toward another person and give a verbal and nonverbal example of each.

34. Which of these are examples of congruent - mark them C.

    _____ a. "How was your day?" she asked as she picked up the books and walked across the room to put them on the shelves.

    _____ b. The boy sat slumped in his seat, his hat pulled low over his eyes. He was humming a cheerful little tune and he was staring at the clock with a slight frown.

    _____ c. The woman spent half an hour choosing a card. Then she carefully wrote a not on it, addressed it, and droped it in the nearest mailbox. "He doesn't mean anything to me at all" she said. "I'll got over him a long time ago."

35. For #34 - take all noncongruent examples and explain what the mixed messages are.

Use this example to answer questions 36 - 40.

Joyce loves to cook. She also loves George - but she is angry at him. It is her birthday and he has forgotten - or it so seems. George is concerned about his car which needs repairs, so he is late arriving for dinner.

Joyce 1: Here's your dinner. (slams plate on table and stands with hands on hips)
George 1: Boy - you sure look angry!

Joyce 2: (moves into kitchen) I'm tired of cooking.
George 2: I'm not tired of eating your food (says it sweetly with a smile)
Joyce 3: Big deal - you just like to be waited on. (sarcastically)

36. Give examples of 3 verbal and nonverbal communication strategies shown here and their messages. (to reveal, conceal, build up, put down, include, exlude, etc.)

37. In what way is Joyce's frame of reference effecting her communication?

38. Are these present in Joyce's and George's communication?
If yes - specify where
If no - write an example that would become part of this conversation.

a. gestures, posture, body movement
b. eye contact
c. silence
d. volume, rate, pitch, inflection
e. refective feedback

39. Apply this formula to 2 parts of Joyce and George's communcation
message = 7% verbal + 38% vocal + 55 facial

40. Discuss the responsibility Joyce and George have for communication accuracy and what they have or have not done to enhance accuracy.

41. Choose 5 of the terms below - put it next to an appropriate picture - and discuss how the picture illustrates it.

content	encoding
intent	decoding
verbal message	sending
nonverbal message	receiving
feedback	interference

42. Consider the following chart.

	JOYCE	JAKE
Image of self	warm, caring dumb blonde confident Child of God dependent	independent fat shy Alone controlled
other's image	popular worldly outgoing self-sufficient superficial	relaxed big selfish snob calm

Answer a or b

a. With the difference between Jake's view of himself and other's view of him, discuss how this might effect his encoding of messages and their decoding of messages. Give an example of how Jake's feeling fat, alone, shy, independent, and controlled might produce a behavior that makes him look like a selfish snob. What would he do to prevent this?

b. What do you consider to be the major differences between Joyce's view of herself and other's view of her? What kinds of behavior could be consistent with Joyce's view of herself and consistent with how others see her? What could she do to reveal more of the "real" Joyce?

43. Listed below are some of the techniques we discussed in class to learn about self. Write the correct techniques next ot the appropriate description following them.

TECHNIQUES: Values clarification
Maslow's hierarchy of needs
Lasswell's value/needs theory
Sue's model of Minority Identity Development
Bailey Jackson's model of Majority Identity Development
Transactional Analysis
Harris' "I'm OK, You're OK" model
Johari Window

DESCRIPTIONS:

a. _____ includes techniques which force people to choose their view quickly - e.g. "are you more like a rose or a daisey?" Thinking about why they chose one over another helps a person see where their values lie.

b. _____ is a way of looking at the things people need to feel "OK." You identify where you stand on 7 different value continums.

c. _____ classifies both how we see our own worthiness (I am worthwhile or I am not worthwhile) and how we see other people (They are worthwhile, they are not worthwhile).

d. _____ uses a two way matrix to sho the interaction of things "known" or "unknown" to SELF with things "known" or "unknown" to OTHERS.

e. _____ is a five stage model which looks at identity development for nondominant cultural members (in light of how they are viewed by the dominant culture).

f. _____ is a way of looking at what people need based on a sequential series of needs catagories where the lower must be filled before the higher needs are met.

g. _____ is a way of interpreting how we relate to others based on the part of us that acts like a parent, the part that is childlike, and the part that gathers information like an adult.

h. _____ is a six stage model which considers how self identity developes for memvers of a dominant culture based on how that culture views its non-dominant members.

44. Discuss the way we use information about the receiver at the cultural, sociological, and personal level.

45. Relate the three levels of information above to communication in first meetings, friendly relationships, involved/committed relationships, and stable relationships.

46. Here is a dialog and 4 questions (a, b, c & d). Answer 3 of these questions(a and b and your choice of c or d)

Judy 1: Jake, lately I don't know how you are going to react to anything. You use to be so easy going, now sometimes you are upset but I don't know what about. It kind of scare me.

Jake 1: Hey, look at that - Bob has a new car; I thought he'd never get rid of his old one.

a. This might be an example of an attempt on Jake's part to:
   1) conceal himself
   2) reveal himself
   3) give reflective feedback
   4) include Judy

Judy 2: Jake - I'm really scared and you don't seem to want to talk about it. What's going on?

Jake 2: You're right - I don't want to talk about it.

Judy 3: But I do. Please tell me what is going on.

Jake 3: (low voiced, head turned and down) Nothing is going on. (slams one fist into the other palm a couple of time) I'm fine, really. Everything is fine - great. (he rubs the back of his neck with his hand)

b. In Judy 2 - which two things is she doing...
   1) revealing herself
   2) giving reflective feedback to Jake
   3) excluding Jake
   4) building Jake up

Choose c or d

c. In Judy 3 - consider how tone of voice and body language would effect the decoding by Jake...how would he decode those same words with the following two sets of non-verbal cues.

   1) Judy makes her statements with her hands on her hips, a tight jaw, and a loud and harsh voice. She is standing back away from him.

   2) Judy makes her statements with her hand on Jake's arm, a soft and slow voice - she looks him in the eyes and her face appears worried. She leans toward him. Her mouth is relaxed and slightly open as she waits for him to answer.

d. In Jake 3 - discuss congruence between verbal and nonverbal information. Discuss all cues given in the example.

47. Answer <u>one</u> of these two questions.

a. Discuss they type of things you know or need to know about yourself to communicate effectively (based on class discussion and the book) and identify open ended, structured analytical, feedback, and creative ways for learning these things. Be personal but use the areas and concepts form the class and the book to show how you are uncovering your self image.

OR

b. Choose one of the techniques listed in question 43 and apply it to yourself. Be sure you show an understanding of the technique, a more than superficial knowledge of yourself, and a clear idea of how this can effect your communication with others.

Buddy is talking about his elderly grandfather - who is senile.

"Brother - can you inagine being that old!? He remembers when the 1890's were the FUTURE! He's a mean old coot, too. Jumps all over me when ever I turn on the TV. He - well (eyes look down) - he smells! You ever notice that? And he can't remember a thing. (stands up, walks around-..) Boy - I can't imagine what it'll be like to have him around 24 hours a day. (kind of shdders - rubs neck - swallows) Well - he's better remember who's house this is - and what year it is. I'm telling you - its a nightmare. If that was me I'd rather be in a home with other people my age. Wouldn't want some sharp young guy running around (laughs) reminding me of what I lost. Don't you think they should just put him in a home rather than - well, do this to us?"

Given the statement made by Buddy answer the following questions.

48. Discuss EMPATHY - your empathy for Buddy and his for his grandfather. [Don't say you have no empathy for Buddy - I am asking you to EMPATHIZE with him]

49. Discuss what Buddy's feeling are - (might be)
    a) based on his words
    b) based on non-verbal cues

50. If you want Buddy to know you empathize (but do not agree) -
    a) what words might you use
    b) what nonverbal communication would you use
    c) discuss the difficulty of empathizing when you don't agree

51. Below are a list of possible responses and a list of techniques. Match them. All lettered statements are used but all numbered are not. Some numbers are used more than once.

    a. You are worried about how things will change when Granpa comes.
    b. You wouldn't want to be around people doing things you can't do anymore.
    c. head nod, lean forward.
    d. your grandfather sounds hard to live with.
    e. sounds like you feel real uncomfortable around him.
    f. my aunt was 95 when she lived with us - looking back on it. I 've decided it was worth the hassel to get to know her.
    g. I can understand why you are upset.
    h. I feel real bad inside when you talk about old people's homes.
    i. What differences will be hardest for you to live with when Grandfa comes?
    j. eye contact - but not 100% of time
    k. Um
    l. You shouldn't feel that way - it isn't very admirable.

1. attending
2. minimal "encourage" nonverbal
3. minimal "encourage" verbal
4. reflection of content
5. interpretation of content
6. reflection of feelings
7. confrontation
8. open ended question
9. additive comment
10. "I" statement
11. assertive comment (agreeing with truth)

Write your own responses as noted

4 m)

6 n)

8 o)

10 p)

5 q)

52. Discuss the role of attitude of TRUST, GENUINENESS, PROBLEM OWNERSHIP, if you were going to pursue a discussion with Budd.

53. Discuss the role of incongruence in sharing yourself (self disclosure) and in interpretation (reflection of content/feeling)

54. Discuss the characteristics of groups - light of Grandpa's fitting into his family and into a "home". Consider what people get from groups in the 2 settings.

Richard (Buddy's grandfather) has Alsheimer's Disease which causes premature senility, with extreme memory loss and periods of anger. However, he is still able to talk about his situation.

"You know, this disease is - well, - it's degrading! For my whole life I took care of myself and others. Now in a couple of years, I'll be like a baby. Mentally, ... a baby. Of course I suppose my body will be around for a while - I'm pretty healthy, took care of myself. Not like these young fellas today. Eat garbage and somke anything. My grandson's done in his ears, you know. All that awful loud stuff they call music. When he turns on the TV it almost knocks you over. Not that there are any programs worth seeing on the thing anyhow. You know, no Milton Berle, no Lawrence Welk, no healthy family show...just these "sweet" guys and single gals or strange combinations livin' in what we'd called sin. Even the news - you know we used to say "No news is good news,"... now its "No good news is news!" (Hah!) .....Well, I guess that's why God's give me this sickness I got. If I like yesterday so much - he's gonna trap me there!

"My son, he's an OK boy. When none of them nursing homes would take me, he said - "POP, come live with us -" But his kids, they don't need an old looney guy around (HA! and I don't need them either!) I guess won't nobody need me - won't be of any use

to anybody by the time I'm 70. At least I won't have to pay attention to the crazy stuff that's going on. Huh, I won't be able to pay anything - you know, its the first time since I was 12 that I couldn't pay my own way!

Guess you think I'm crazy - huh!? Boy, I'd a lot rather be crazy than have this fool disease take away - well - you know, everything that makes me human. My ideas. My thinking. Turn me into a dog. DOG. Turn me into a dog, that's what it'll do. I seen 'um. They just kind of mindless animals. Plants. Hatracks! That's what I'll be
...tell my boy "Use me for a hatrack, boy!" But for God's sake let me be useful for something! Can't handle this know nothing', be nothing kind of thin THING - I'm turning into!"

55. "It sounds like being able to be useful, take care of yourself, and pay your own way are important values to you" this is a
    a. reflection of feeling
    b. reflection of content
    c. additive comment
    d. open ended question
    e. none of these

56. "You sound worried and scared that you might live a long time but your mind will have stopped working." This is
    a. reflection of content
    b. additive comment
    c. reflection of feelings
    d. I message
    e. none of these

57. "I'm interested in the problem with the nursing home. Whats going on there?" This
    a. I statement
    b. open ended question
    c. closed question
    d. reflection of feeling
    e. none of these

58. "I understand your reaction to the TV programs...I feel the same way"
    a. assertive statement
    b. additive comment
    c. reflective of content
    d. I statement
    e. none of these

59. "When you talk about being a dog or a hatrack, I feel frightened and angry."
    a. additive comment
    b. assertive comment
    c. I statement
    d. reflection of feeling
    e. none of these

60. An "I message" or "I statement" is
    a. any message beginning with I or using I
    b. a message focusing on your own behavior
    c. a message giving your reaction to someone else's words or action in terms of your feelings
    d. any message giving information about how you interpret someone else's words
    e. none of these

61. A reflection of feeling message
    a. lests a person know when their verbal and nonverbal messages are inconsistent
    b. gives back to a person the emotion you see and hear
    c. gives back to a person the emotion they say they aave
    d. all of the above
    e. none of the above

62. A reflection of content message
    a. tells a person what you heard them say
    b. tells someone your second thoughts on a subject
    c. adds your ideas to the conversation
    d. all of the above
    e. none of the above

63. An open ended question
    a. is ine where you leave a blank at the end - "You want to be a _____"
    b. is one that needs many words to respond to it
    c. is one that can be answered yes or no
    d. is designed to have no answer
    e. none of these

64. "Agreeing with whats true or agreeable" is a type of
    a. I statement
    b. reflection statement
    c. assertive response
    d. trust building exercise
    e. empathy statement

65. A "minimal encourage" is
    a. a bried non additive comment that keeps a person talking
    b. a nonverbal positive message that you agree with the person
    c. a statement that just barely gives your opinion
    d. b and c
    e. none of the above

66. An additive comment is one that
    a. adds or introduces your view or ideas into the conversation
    b. adds up or summarizes what the person has said
    c. invites the speaker to dontinue to add to their comments
    d. tells the person they are coming on to strong
    e. none of the above

67. Choose ONE of the following and answer it below.

    a. Discuss the role of focusing on behavior and of "I" message in handling interpersonal problems with a friend. Use this example and one of your own. Joe borrows your things without asking and he often doesn't return them until you go looking for them

    OR

b. Discuss the use of "agreeing with the truth" to deal with someone who is criticizing your behavior. Use this example and one of your own--a friend of your parents says that modern dances are obscene and probably cause a lot or pregnancies.

68. Write your own responses to Richard as noted. Put it in the space provided.

a. Reflection of content

b. Reflection of feeling

c. Open ended question

d. "I" statement

69. Choose one

a. Discuss the role of incongruence of verbal and nonverbal messages in sharing yourself (self-disclosure) and in interpretation of others comments (reflection of content/ feelings)

OR

b. Discuss the role of attitudes of TRUST, GENUINENESS, PROBLEM OWNERSHIP if you were talking to Richard, his son, and his grandson Buddy.

70. Do Both a and b

a. Below are 2 lists--which one is a group and which is a crowd?

This is a _____: shared/common interests regular communication small enough to have all members contribute interdependence among members

This is a _____: shared time and space possible shared interests lack of control over event

b. If Richard's family were to join a group for "Families of Alzenheimer's Victims" discuss how the group characteristics might help them deal with Richard. Also consider and discuss which of the NEEDS groups meet are important here. (Belonging, security, adventure, service, status and recognition, personal growth and development).

Joyce and Mary, old friends, are walking through a parking lot toward their cars. They've just attended a PTA meeting. Both women are in their mid thirties.

Joyce 1: How are your sons? Last time I saw them they were growing up fast.

Mary 1: Yeah. well,...they've had to since Charly and I split. It's not easy on them - they idolized their father; couldn't see his faults. (she speaks with a quiet voice. Her whole manner is quiet, somewhat withheld) Huh! Charly faults weren't a manner of seeing - more a matter of hearing and feeling!

Joyce 2: I know just what you mean; my George has quite a mouth on him. Boy, if I could just walk out for a while like you have, maybe he'd see how important I am to the family. (She grins and shakes her head. Then continues...) It sure wasn't you and Charly I expected to see not make it. You were such a thing in high school, so much in love. Charly was every girl's dream - he was macho when we all thought that was great.

Mary 2: Macho! (laughs, pulls a little away from Joyce. She crosses her arms in front of her and grabs her elbows as if cold, even though the air is warm) Well, that's one word for it.

Joyce 3: Macho is the ONLY word for it. Boy we thought you had it all. (pauses, looks across at Mary. Frowns) I don't want to pry. but,... what in the world HAPPENED to you two? I know you've been sick a lot last couple of years; I was sorry when you stopped coming to choir. But what happened - Charly was ALWAYS so, so - attentive, he was always by your side at parties, never has a roving eye, always had a hand on your shoulder. Boy - it really surprised everyone when he, ah, when you...that you, you know, split up like that? That aren't that many good men around, if you don't mind my saying so.

Mary 3: (pulls her arms tighter, shudders slightly. A muscle in her jaw pulls her mouth slightly to the side.) Well, feel free to go after him. I've had enough macho - everything.

Joyce 4: I really don't understand how living without him is better. All guys are macho; my George watches every blasted ball game on the TV. And he's always bragging about how he's gonna take out his superviser and give him one and -

Mary 4: (angry, shakes her head, pulls still further to the side) Charly never bragged, Joyce, because he acted instead.

Joyce 5: (eyes wide) You mean he really did take on their super - boy, EVERYONE at the plant must have been glad to see that; that old Mazi really had it coming-

Mary 5: (stops - hands on hips; really angry, now) No - he didn't "take on" Phillips at the plant; he "took on" ME!

Joyce 6: (smiles) Oh, all men take out their frustrations on their wives. Why George comes hom sone days I'm afraid he's so mad at Phillips that he's gonna hit me! (laughs) Let him try it!

Mary 6: (walks on, head down) Charly did.

Joyce 7: Charly did what?

Mary 7: Hit me.

Joyce 9: Why?

Mary 9: He didn't need a reason, there at the end. I guess he figured the world was always gonna cheer him on, like in high school at the football games; but they didn't. Phillips expected him to be like other guys. So Charly would take it out on me - the willing cheerleader.

Joyce 10: Yeah, my Father would really blow up at my Mother sometimes. I remember he hit her once.

Mary 10: Not once, Joyce. Not once a week, not once a day, Every day, (she turns her back) SICK? I wasn't sick. I was - (she turns back) I was black and blue. I was beaten. He would hit me til I fell down, then kick me. Once..he broke my arm. Screamed at me about it for weeks. It kept me from doing the dishes, you know. (small smile)

Joyce 11: But he was so caring, so attentive-

Mary 11: He was afraid I'd tell osmeone! He was jealous! He was sure that I was gonna run around on him - As If Any Decent Man Would Have Me!

Joyce 12: Gosh, Mary....I don't know what to say. I'm sorry.

Mary 12: Me too.

Consider the Joyce and Mary dialog to answer the following questions. Read the directions and questions very carefully.

71. What role is frame of reference playing in their conversation? In your discussion, be sure to consider their history, their different personal experiences, and their present reality.

72. Discuss the congruence/non-congruence of verval and non-verbal messages. First define these four terms and then use illustrations from dialog.

73. Refer to the dialog to show examples of revealing and concealing self using both verval and nonverbal cues. Then discuss HOW verbal and nonverbal cues are used to reveal and to conceal.

74. Interpret this equation in terms of coding and decoding messages and in terms of accuracy. Use examples from the dialog as well as a general discussion.

MESSAGE = 7% verbal + 38% vocal + 55% facial
(be sure to define the terms verbal, vocal and facial)

75. Give a brief definition of each of the following terms with an illustration from the dialog.

(example - joke: a joke is a humorous story or tale which causes people to laugh. item 74 can be called a joke because it points out an incongruity between dogs and people and makes people laugh at themselves.)

a) originating communicator (sender)

b) responding communicator (receiver)

c) channels of communication

d) feedback

e) interference (noise)

f) encoding

g) decoding

h) perception

i) message

j) intent

76. a) Discuss the TYPE of things a person needs to know about themselves to be able to communicate effectively.

Then tell how the following methods may help a person learn about themselves by describing how the technique works and what kinds of things a person learns from it.

b) considering the difference between a person's image of themselves and the image that others have of them

c) using values clarification

d) applying transactional analysis

e) using a Johari window

f) considering the "I'm OK, you're OK" model

f) considering the "I'm OK, you're OK" model

g) using a model of minority of majority identification (Sue or Jackson)

77. Using the situation given in the dialog, write an original example showing the proper use of each skill (as if you were re-writing the story to include the skills in the dialog) an

tell what the skill is intended to accomplish.

a) reflection of content

b) reflection of feeling

c) open ended question

d) additive comment

e) assertive comment

f) minimal encourage

78. If Mary were to join a group for battered wives, discuss how group characteristics might help her accept herself better, help her children, and work toward new relationships. (consider belonging, security, adventure, service, recognition, status, personal growth and development)

79. I a "task force on battered women" was formed in Joyce and Mary's town, consider how that group might help Joyce meed her needs.

80. If a "task force on battered women" was formed with the goal of helping battered women, discuss the roles that different members need to take in order to have the group accomplish its task. (Don't try to develop their response, just discuss the roles that need to be filled.) Also discuss the effect of the model "personal--->process------>task."

81. Consider the skills of reflection of content, reflection of feeling, additive comments, assertiveness, problem ownership, "I statements", minimal encourages, open ended questions. Discuss the way such skills are used differentely between friends and when used by a hotline counselor.

OTHER MATERIALS IN THIS SERIES

The U. S. Department of Education contracted with the Baptist College at Charleston to produce the following products, which are now available as part of the Rural Health Promotion Series supporting an associate degree in rural health.

1. A Final Project Report , including summary information about the design of the 2 year degree; conceptual, developmental, and applications issues; and a compilation and analysis of preliminary qualitative evaluation of the program components (by professionals in the health care field) and the programs goals (by rural residents and care providers).

2-8. A series of seven courses designed to meet the needs of this two year degree including -

Interpersonal Communications: skills in listening, sharing information, observation, and assessment,with special focus on cultural concerns, verbal and non-verbal messages.

Epidemiology: inter-relations of disease development and prevention in a public health model of host, agent, and environment; specially focused at the sophomore level.

Concepts of Chemistry: an up-dating of traditional chemistry concepts for allied health.

Health Care Organization and Issues: An overview of community health care systems with special focus on issues such as financial support, ethical dilemmas, changing services and technologies, and future directions, including

computers in intervention, treatment and education.

Health Promotion Seminar: A hands-on personal experience in behavior change around life-style issues, including up to date data and consideration of popular media ideas of health promotion.

Fundamentals of Paraprofessional Care I and Fundamentals of Paraprofessional Care II: A sequence of two courses designed to produce a person educated in major health issues and responses, with special skill development in physical care, emotional support, personal hygiene, safety and first aid (including Cardio-Pulmonary Resusitation).

Each of the instructor resource guides for teaching one of the above courses includes overview material on the total project (to provide perspective for content and methodological elements) as well as context of the course in the overall curriculum.

9. Rural Health Focus Guides for Core Content of the Health Promotion Associate Degree: This document is the work of professional educators in fields which make up the curricular core of the associate degree. The focus guides are the result of thoughtful consideration by these teachers regarding how their subject area relates to the necessary knowledge and competencies of a community paraprofessional in health promotion. All of the authors of the focus guides attended a workshop on health promotion which brought together core faculty, health educators, rural health sociologists, rural health care

providers, and rural health care recipients. The focus guides are the product of their individual approaches to the relevance of their subject matter to the overall degree; each gives ideas for highlighting particularly useful areas of a core course without in any way compromising the existing goals and expectations applied to all students who take these courses. Bound together in one volume, the focus guides cover the areas of

Freshman English,
general college mathematics,
general psychology,
human growth and development,
psychology of adulthood and aging,
introductory sociology,
social service systems,
New Testament religion,
interpersonal communications skills,
group dynamics,
anatomy and physiology,
microbiology,
introductory allied health chemistry.

The nine products listed above are in the ERIC system; copies are also housed with the contractor (the Baptist College of Charleston, Charleston, S.C.) and with the funding agency (the U. S. Department of Education, Office of Vocational and Adult Education, Washington, D.C.)